DOCUMENT RESUME

ED 023 903 08 VT 007 181

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A Training Institute for Administrative Personnel and Teacher Educators Responsible for Young Farmer Education. Final Report.

Virginia Polytechnic Inst., Blacksburg. Agricultural Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0601

Pub Date Jun 68

Grant-OEG-1-7-070601-3721

Note-199p.

EDRS Price MF-$1.00 HC-$10.05

Descriptors-Program Administration, *Program Development, Program Evaluation, Program Improvement, *Seminars, *State Supervisors, *Teacher Educators, *Young Farmer Education

A national seminar on young farmer education at Virginia Polytechnic Institute, August 7-11, 1967, was attended by 95 teacher educators, state supervisors, vocational agriculture teachers, and invited guests from 38 states and the District of Columbia. Some major seminar conclusions were: (1) There is an increasing need for education of young farmers, (2) Recruitment of young men leaving high school and/or entering agricultural occupations is essential to program growth, (3) More qualified teaching personnel are needed, (4) States should cooperate in preparing educational materials, (5) Cooperation with other agricultural and community agencies increases program effectiveness, (6) Additional research is needed in critical areas of young farmer education, (7) Pilot programs are needed to test new approaches and new devices, (8) A functioning organizational structure greatly enhances the value of educational programs, and (9) More realistic evaluation of programs is needed. Each seminar participant worked in committee session in one of the following areas: (1) guidelines for initiating and expanding programs, (2) financing and staffing programs, (3) formulating objectives, (4) evaluating criteria, (5) guidelines for curriculum development (6) young farmer organizations, (7) teacher recruitment and preparation, and (8) auto-tutorial methods of instruction. (DM)

BR 7-0601
PA-08

FINAL REPORT

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ED023903

A TRAINING INSTITUTE FOR ADMINISTRATIVE PERSONNEL AND TEACHER EDUCATORS RESPONSIBLE FOR YOUNG FARMER EDUCATION

June 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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VT007181

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A TRAINING INSTITUTE FOR ADMINISTRATIVE PERSONNEL AND TEACHER EDUCATORS RESPONSIBLE FOR YOUNG FARMER EDUCATION

Dr. John H. Rodgers, Head
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Virginia Polytechnic Institute
Blacksburg, Virginia

June 1968

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorhsip are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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A TRAINING INSTITUTE FOR ADMINISTRATIVE PERSONNEL

AND

TEACHER EDUCATORS RESPONSIBLE FOR YOUNG FARMER EDUCATION

SUMMARY

A National Seminar on Young Farmer Education was funded under Grant Number OEG-1-7-070601-3721, and held on the campus at Virginia Polytechnic Institute during the week of August 7-11, 1967. Dr. John H. Rodgers, Head, Agricultural Education directed the Seminar. A total of 95 persons participated in, or contributed to the Seminar. They represented 38 States and the District of Columbia.

Purpose. The general purpose of the seminar was to assess the importance of young farmer education and to formulate guidelines for expanding existing programs and developing new programs as warranted. More specifically, the objectives were to have the seminar participants --

1. Develop fundamental concepts which will adequately portray the importance of education for young farmers.
2. Clearly define the objectives of vocational education in agriculture for young farmers.
3. Develop techniques and procedures for organizing and conducting effective young farmer programs.
4. Develop guidelines for the curriculum content of the instructional program for young farmers.
5. Study the use of auto-tutorial methods of instructing young farmers and develop recommendations regarding such methods.
6. Develop guidelines for recruiting and training an adequate staff to conduct young farmer education, including pre-service and in-service education for teachers.
7. Develop administrative guidelines, on all levels, to facilitiate young farmer education.
8. Study the structure of effective local and state young farmer organizations.

9. Determine the influence on educational programs to be derived from local, state and national organizations.

10. Develop criteria for evaluating local young farmer training programs.

11. Evaluate the outcomes (ideas, techniques, guidelines, etc.) of the conference.

Procedure. A committee composed of Virginia staff personnel in agricultural education formulated a seminar program and suggested certain participants who were eminently qualified for program assignments. Several outstanding leaders in agricultural education were asked to give suggestions regarding the persons who would likely make the greatest contributions toward meeting the objectives of the seminar. Therefore, the final program reflected the best thinking of a number of well-recognized men in agricultural education from several states.

Seminar participants who were assigned to make program presentations were contacted by letter and given rather specific assignments. They were also informed of other assignments that might deal with a similar or closely related topic. In some cases, copies of letters to others on the program were included in order to keep down duplication of effort and avoid repetition during the presentations. All persons asked to make program presentations were invited to raise questions to clarify the assignments. A number of those on the program asked the Seminar Director to clarify assignments by telephone.

The seminar program leaned heavily upon committee work to accomplish certain objectives. Each seminar participant was assigned to a committee. Committee assignments were made on the first day of the seminar by the Seminar Director. Also, each committee was given a charge as to its responsibility to contribute to some specific objective of the seminar.

Results and Conclusions. According to reports from seminar participants, including evaluation of the seminar, the program was successful. The objectives of the project were largely accomplished. Many encouraging statements were made by participants from states that do not have existing programs of young farmer education.

During the program, many ideas were advanced for strengthening young farmer education. The point was forcefully made that in formulating objectives attention should be given to the cognitive, psychomotor and affective domains. Then personnel should be selected who are capable of organizing the proper sequence of learning experiences to accomplish the objectives.

Evaluation evoked a great deal of comment. The present scope of evaluation was seen as too limited. It was proposed that more attention be given to accomplishments resulting from young farmer organizations and to personal and group achievement. Also, attention should be given program influences which lead to abundant living.

There was a great deal of support for the idea that evaluative efforts as we have known them over the years have not been satisfactory. Criteria have lacked uniformity and have been easily misinterpreted. Also, they have not been measurable. The need for realistic criteria based upon educational outcomes was stressed.

Many ideas and recommendations involving administrative and teacher-education activities were included in presentations on pre-service and in-service education. Among the ideas advanced for strengthening pre-service education for teachers of agriculture were the following:

1. A philosophy and attitude must be developed with students concerning the importance of young farmer education and the desire to become an efficient teacher of such a group.

2. Instruction must be provided in the methodology of teaching young farmers.

3. Undergraduate students must have an opportunity to observe successful young farmer instruction and programs.

4. The undergraduate program should provide an opportunity to develop leadership qualities essential to organizing and advising young farmers.

5. Prospective instructors need to know administrative policies and procedures and be able to use advisory committees effectively in conducting programs of young farmer education.

6. Teacher-educators need to analyze their pre-service programs and modify courses or add new courses to enable students to acquire critical competencies prior to being employed.

In-service activities suggested for program growth in young farmer education included:

1. A workshop or seminar for State Staff -- supervisors and teacher educators -- to determine the situation, needs, trends, and status of young farmers and young farmer education.

2. Initiate and conduct pilot programs.

3. Initiate and develop a research program.

4. Credit courses and noncredit workshops for teachers engaged in young farmer education.

5. District meetings of staff and young farmers to identify effective procedures for developing educational programs.

6. Preparation and distribution of well prepared professional and technical instructional materials.

Reports from the various committees which functioned during the seminar contributed ideas and challenges. Some of the highlights of committee reports follow:

1. Some auto-tutorial and other aids which should receive attention as a means of making instruction more effective include video tape, closed circuit T-V, programmed material, computerized instruction, telephone teaching and simulated experiences.

2. Areas of instruction in which materials designed for self instruction might be effective are agricultural mechanics, farm credit, wills and insurance, and some facets of farm management.

3. Long range plans should be established in the States for the number of young farmer programs needed and for continued and successful recruitment of staff to make such plans possible.

4. Consider the role which women agriculture instructors may play, particularly in teaching specialty subjects.

5. Recognize all capable graduates in a school or college of agriculture, regardless of specialty major, as potential agriculture instructors.

6. Work toward establishing the concept of at least one teacher as a full-time young farmer instructor in multiple-teacher departments as needs and conditions warrant, recognizing the need for high school agriculture instructors to continue to be involved in the young farmer program.

7. In order to provide essential leadership for young farmer education, we need to establish staff responsibility at the State and National levels with sufficient time, free of other duties.

8. Credit for young farmers enrolled, as well as for high school students, should be considered in determiming teacher load.

9. It is generally accepted that young farmer organizations at the local level have improved the effectiveness of the instructional program.

10. There is a feeling that there is no need, at this time, for a formal young farmer organization at the National level.

11. State associations of young farmers may be strengthened by members attending State, Regional or even National leadership seminars or meetings.

12. Young farmers, when associated with young farmer organizations, give generously of their time and energy to bring about civic and community developments and improvements.

13. On-farm instruction is considered to be a vital and necessary part of the total instructional program for young farmers.

14. Many specialists with knowledge, skills, etc., needed to enhance programs of young farmer education, are available from industry, government services, universities, etc. These persons should be used as resources in program development and expansion.

15. Young farmer development committees have functioned successfully in matching up young men who prove to be assets to the community with an economic farming unit. These committees, composed of farmers, businessmen, county agents, area redevelopment people, FHA and PCA representatives, bankers and others survey situations and encourage individuals during the process of becoming established in farming.

16. The organization of young farmers' wives has proven to be beneficial in promoting young farmer education.

17. The "systems approach" in education appears to hold great promise for boosting the evolution of young farmer education. Much research and developmental effort should be expended to develop the system which uses maximally the available equipment, facilities, tools, instructors, etc., to motivate students and effect properly sequenced learning experiences.

Perhaps the most impressive feature of the week was the program given by young farmers during a field trip to Turner Ashby High School in the Shenandoah Valley. Upon arrival, the Turner Ashby Young Farmer Association served refreshments and conducted a brief tour of the agricultural education facilities. The group assembled in the school auditorium and heard reports of the functioning and activities of the Young Farmer Association in Virginia on the state, area, county and local levels. The young farmers representing the respective levels of the association did a highly commendable job.

Several conclusions are warranted as a result of the presentations, deliberations and committee work of the seminar. A few of the more pertinent conclusions follow:

1. The need for a program of continuing education for young farmers is greater than ever today.

2. Recruitment of young men leaving high school and/or entering agricultural occupations is essential to program growth and enhances the economic and social development of those being recruited.

3. A functioning organizational structure greatly enhances the value of educational programs for young farmers.

4. One of the greatest deterrents to program development in young farmer education is the shortage of well-prepared teaching personnel.

5. There is a need for more cooperation among states on the preparation of educational materials to minimize duplication of effort.

6. Program effectiveness can be greatly improved through cooperation with other agricultural and community agencies interested in young farmer education.

7. Additional research is needed to gain knowledge concerning critical factors involved in young farmer education.

8. Well-designed pilot programs are badly needed to test new "systems" approaches and new technological devices employed in young farmer education.

9. Attention should be given to developing more realistic approaches to evaluating the effectiveness of young farmer educational programs.

METHODS AND PROCEDURES

In selecting participants in the National Seminar on Young Farmer Education, attention was given to duties and responsibilities of each person, experiential background, special educational qualifications and the contribution which the individual might make toward accomplishing the objectives of the seminar. Thus, a great deal of expertise in young farmer education was brought to bear upon the problems and concerns encompassed in the seminar program.

Selection of Participants

Seminar participants were nominated by Head State Supervisors of Agricultural Education in consultation with Head Teacher-Educators. These persons were in unique positions either to participate or to nominate the appropriate persons from each state to participate in the seminar.

Each person nominated was invited by letter from the Seminar Director to participate and was given details of the plans for the seminar. Each person who accepted an invitation was then mailed information on travel arrangements, housing, and other details.

Seminar Sessions

The sessions of the institute were of two general types. Presentations on appropriate topics were given by eminently qualified persons and committee meetings were held. Each participant was assigned to a committee on the first day of the seminar. Each committee was charged with definite responsibilities in keeping with the objectives of the seminar. Therefore, committee work became a significant part of the program. Committee reports are included in the Appendix.

Evaluation

An instrument for evaluating the institute was formulated to allow participants to register certain outcomes of learning. The attitudes, knowledge, and understandings recorded on the evaluation were to serve as a measure of the accomplishment of the seminar objectives. This approach to evaluating the institute was considered by the Director to be effective. An extensive treatment of the evaluation is included in the report.

Seminar Content

The first session of the National Seminar on Young Farmer Education convened at 8:30 a.m., August 7, 1967, in the Agricultural Auditorium at Virginia Polytechnic Institute with Dr. John H. Rodgers presiding.

Dr. W. W. Brandt, Vice President for Academic Affairs, Virginia Polytechnic Institute, welcomed the group to the Seminar and to the University. Among Dr. Brandt's statements to the group were challenges to aspire to high quality educational programs for young farmers and to keep abreast of the changes in size of farming business and technological advances. These were seen as stringent demands on all participants.

Later in the morning the participants were welcomed to Virginia by Mr. A. L. Yeatts, Executive Assistant to the Governor of Virginia. Mr. Yeatts expressed his conviction that agricultural educators have a responsibility to see that the program includes such courses as are needed for training and retraining farmers and also those workers employed in agriculturally-related occupations.

Mr. H. N. Hunsicker, U. S. Office of Education, pointed up the need for young farmer education. Also he expressed the view that we had the duty to create a climate of concern for this vital segment of education in agriculture. Statistics (see Appendix) were used effectively in making these points.

There was considerable emphasis on the leadership role that we must assume in formulating programs for two-year post high school programs in agricultural education. Our attention was called to the fact that we have never reached ten per cent of our young farmers with organized instructional programs. This was viewed as a danger signal in a country which must supply leadership and know-how to a world with millions of hungry people.

The need for more attention to the off-farm segments of agricultural business was also stressed. The challenge was viewed as ours since we are the only group in the country interested in systematic instruction in agriculture.

Mr. L. M. Jewell, Jr., Assistant Supervisor of Agricultural Education from Virginia pointed up the purpose and plans of the conference. Plans for the field trip, committee assignments, and special features were explained to participants.

Mr. Don Moeller, Agricultural Research Division, Swift and Company, gave the keynote address entitled, "Young Farmer Programs -- Your Choice". The address dealt forcefully with the need for this type of education and with the essentials of successful educational programs. The challenges, ideas and suggestions were many (see Appendix) and the group of participants responded enthusiastically.

Mr. J. M. Campbell, State Supervisor, Agricultural Education, Virginia, presented some concepts considered essential to young farmer education. He dealt primarily with the purposes and objectives of the program. Evaluation of program outcomes in terms of the program objectives was viewed as an essential element. Also, some attention was given to the function of a young farmer organization.

Dr. Harold Cushman of Cornell University presented the results of a study on "Educational Needs of Beginning Dairy Farm Operators in New York". Implications for young farmer education evident from this study include (1) The instructional program must enhance achievement of participants and prepare them for competitive and economic demands of the future, and (2) The main methodology of the young farmer program must be that of systematic instruction.

Mr. E. L. Tiner of the Texas Education Agency presented "The Importance of Young Farmer Education". He concluded that tremendous benefits from this type of educational program accrue to the young farmers, the vocational agriculture program and to the community involved. It was shown that the greatest benefit to the community is economic. This is accomplished through young farmer leadership in introducing new techniques, new crops of high potential and the intensification of agriculture. Also, the community becomes a more desirable place to live.

Mr. Carl S. Thomas, Program Specialist of West Virginia, dealt with administrative items associated with young farmer education. His presentation dealt with budgeting, policies, and reimbursement. (See Appendix).

Mr. C. W. Dalbey, Chief, Agricultural Education, Iowa, made a presentation on "Promoting Young and Adult Farmer Programs". He pointed up the importance of educational leadership, the instructor as the key person, the use of advisory councils, appropriate teaching techniques and follow-up of those enrolled.

Mr. R. L. Hummel, Assistant Supervisor, Ohio, presented ideas on financing young farmer education. He gave the source of funds used in his state to finance staff in the State Department, teachers of local programs, and the State Young Farmer Association. He concluded there is a bright future for young farmer education. Young farmers were described as having a big appetite for knowledge and wisdom.

Mr. Glenn W. Nicklas, Consultant from Nebraska, spoke on "Providing Personnel". His presentation dealt with responsibilities of key personnel from the Director to the local teacher. He encouraged consideration of employment of staff members to work with instructors that are teaching young farmers and providing guidance to post high school vocational technical programs of young farmer education.

Attention was given to "Recruiting Special Teachers For Young Farmer Programs", by Dr. Charles I. Jones of North Carolina State University. A description of the several ways special teachers have been used effectively was given, (see Appendix). He concluded that goals or objectives for the program should be formulated before the instructor is hired. The major concern in the selection of a special teacher should be that of matching teacher characteristics to the formulated objectives.

Professor C. E. Bundy of Iowa State University presented ideas on "Pre-Service Education For Young Farmer Teaching Personnel." He stated, "Teacher educators must assume much of the responsibility for bringing about improvement". Ten methods for improving our pre-service programs related to instruction for young farmers. These methods include the following:

1. Developing a philosophy conducive to conducting educational programs for young farmers.
2. Providing instruction in methodology of teaching young farmers.
3. Providing the opportunity to observe successful young farmer programs.
4. Providing the opportunity to use census and other data to determine the potential young farmers in various communities.
5. Providing experience in planning and conducting programs for young farmers.
6. Providing course work to develop an appreciation and understanding of critical management practices.
7. Providing for developing of leadership abilities necessary to organize and advise young farmers.
8. Developing an understanding of the status and trends in young farmer education.
9. Acquainting students with the policies for administering, supervising and financing young farmer education.

Professor Bundy concluded that teacher educators in each state should analyze their pre-service programs and retool existing courses or add new courses to assure that these competencies are developed in young teachers prior to initial employment. Also attention was given to the importance of a sound in-service program for teachers in the field who need to be kept up-to-date.

Dr. Ralph E. Bender of The Ohio State University, gave a stirring rationale concerning the development of young farmer programs. His topic, "An In-Service Education Program To Develop Teacher Competencies In Young Farmer Work", evoked a great deal of thought and comment. He treated such topics as (1) Competencies Possessed by Successful Teachers of Young Farmers, (2) Some In-Service Activities for State Staff -- Supervisors and Teacher Educators, and In-Service Activities for all Teachers. Also, he gave attention to special educational needs of beginning teachers and specially recruited teachers (see Appendix).

Mr. E. L. Tiner, Consultant, Texas Education Agency, reviewed the use of specialists in Texas. In addition to his rationale for using specialists he gave the approach being used in identifying and recruiting services of specialists (see Appendix). Some sources of specialists being used included (1) Soil Conservation Service, (2) Farmers Home Administration, (3) Insecticide Firms, (4) Farm service personnel of electric companies, (5) Portland Cement Association and (6) Veterinarians.

Dr. Martin B. McMillion of the University of Minnesota, discussed the organization and functioning of Young Farmer Development Committees in his state. These committees are selected for their ability to help locate farming opportunities, young men to match the opportunities and credit to enable them to take advantage of the opportunities. Representatives on the committee might include farmers, teachers of agriculture, school administrators, farm credit representatives, businessmen and others interested in community development.

Mr. Elvin Downs, State Specialist in Agricultural Education from Utah gave a detailed report on the Young Farmer Association in that state. He related the purposes of the association and described the organizational structure together with its functions.

On Tuesday afternoon the seminar participants took a field trip by bus to Rockingham County in the Shenandoah Valley and visited Turner Ashby High School in Dayton, Virginia. The Turner Ashby Young Farmer Chapter served as hosts for the occasion. They served refreshments and gave a quick tour of facilities prior to assembling the group in the auditorium for a most enlightening and enjoyable program.

The seminar members received a cordial and warm welcome from Mr. Wilbur S. Pence, Division Superintendent, Rockingham County Schools. Then William Bowman, State President, Virginia Young Farmer Association, gave a welcome and detailed report of the major functions of the association (see Appendix).

Mr. R. Z. Arey, Advisor to the Turner Ashby Young Farmer Chapter shared with the group, some of the techniques found to be successful in conducting a young farmer program. The enthusiasm of Mr. Arey, together with his frank answers to questions from the group, had a great impact on the seminar members.

Mr. Eldon L. Shanks gave a brief history of the Rockingham County Young Farmers Association and described some of the major activities. Next, Mr. Roy Driver, President, Northern Virginia Young Farmer Association, reviewed the organizational structure of the association for the Northern area (counties) of Virginia. He elaborated on the activities deemed important enough to justify such an area program.

Mr. Roy Swope, President, Turner Ashby Young Farmer Chapter, gave a brief history of the Chapter and commented on a number of its functions. He pointed up the educational function of the organization as being paramount. In addition, he referred to the development of leadership and cooperative effort on the part of members. He conveyed the idea that the young farmer program offered the best opportunity for young men engaged in farming to grow educationally and become better citizens.

On Wednesday morning, Mr. Alton Ice, Assistant to the Executive Secretary of the American Vocational Association, greeted the seminar participants. He spoke briefly on the status of current legislation.

Mr. O. Beverly Roller, Teacher of Agriculture, Fort Defiance, Virginia, made a stimulating presentation on the planning phase of "Developing and Conducting the Young Farmer Instructional Program". The beneficial effects of planning were illustrated and attention was focused on the pitfalls encountered through a lack of planning. The prime elements involved in program development were treated at some length (see Appendix). Mr. Roller concluded that failure to plan adequately would doom this needed phase of our program to failure.

Mr. Richard B. Carter, Teacher of Agriculture, Appomattox, Virginia, held the undivided attention of the group while he talked about the intracacies of conducting an instructional program for young farmers. Methodology assumed a role of importance in this discussion (see Appendix). Other topics included length of class period, frequency of class periods, and the use of resource persons.

Mr. Roy Denniston of Connecticut gave a very informative presentation on the laboratory and home farm instruction phase of the young farmer program. He pointed up the fact that young farmers need instruction on selecting farms, planning the financing of farms, farm insurance problems, estate planning and other important aspects of business management. In addition, the seminar members were acquainted with some of the modern accounting procedures being used by young farmers and the advantages of using such procedures. Mr. Denniston added that on-farm instructional visits are made for the following purposes, (1) as a follow-up of classroom instruction, (2) for special problems relating to the farmer's business, and (3) to evaluate the instructional program and to determine future course offerings. He stated that many farm problems cannot be solved in one visit. Oftentimes three or more on-farm instructional sessions are necessary.

Mr. T. Dean Witmer, Pennsylvania, pointed up the values of on-farm instruction and equated the teacher work load involved in on-farm instruction with that of other phases of the program of agricultural education. He mentioned such important results of on-farm instruction as personal satisfaction from accomplishments and improvement, economic stability for the individual, community improvement through leadership, and a greater economic wealth for the community.

Mr. W. A. Rawson of Kansas gave a vivid description of some of the activities of the Kansas Young Farmer Wives' Association. This organization appears to serve a most worthwhile purpose in the state of Kansas. In many instances the vocational agriculture teacher's wife furnishes the leadership for the young farmer wives association. Organized instruction is provided for the wives of the young farmers and the persons providing the instruction are paid from vocational education funds. There are no dues in this organization because the money to operate the program comes from the men's group based on a percentage of the dues. Mr. Rawson concluded that the Kansas young farm wives organization has greatly enhanced young farmer education in the state of Kansas.

Mr. Calvin Baker, President of the State Association of Young Farmers of Texas, gave a very detailed report on the operation of that association (see Appendix). His description of the activities involved in planning and holding the state convention was especially vivid. Also, the seminar members gained information on how the program in Texas is financed and the mechanism of the awards program.

Mr. J. L. Branch of Georgia told of the fine working relationships of the young farmer organization with other farm organizations in his state. He mentioned a number of activities that are jointly undertaken or sponsored by the Farm Bureau. He especially pointed up the fact that there is no conflict between the young farmer organization and other farm organizations since the young farmer organization is non-profit, non-partisan, and educational.

Mr. Allen Stephens, Weber State College, Utah, gave a detailed description of the organizational structure of the young farmer chapter connected with his institution. He noted the three phases of the young farmer program at Weber State College as formal educational classes, on-the-farm instruction, and organized young farmer chapter activities. The splendid cooperation among members of the chapter was pointed up as one of the strong contributions of the young farmer program.

Mr. George Roland of California described the organizational structure of the state young farmer association. He pointed up the extreme importance of such an organization in encouraging and developing young farmer education. The important task of the local teacher of agriculture who serves as advisor to the young farmer chapter was emphasized.

Dr. Glenn Stevens of Pennsylvania State University spoke at some length on the organizational structure of young farmers on the national level. He did not recommend a formal organization at this level. However, the possibility of young farmer representatives from each state being invited to attend the AVA Convention in Cleveland was discussed. It was felt that this would allow some contact on a national basis and also allow further study of the need for meetings on the national level, the nature of such meetings as well as the frequency of such meetings could be determined as a result of this meeting held in conjunction with the AVA Convention.

Dr. M. C. Gaar of the Regional Office, U. S. Office of Education, Atlanta, Georgia, gave a presentation on "Need for Evaluation of Young Farmer Education Programs". Many ideas were presented for further study and consideration. Dr. Gaar concluded that much study is needed to determine who is a young farmer and when he becomes an adult farmer.

Dr. Robert R. Price of Oklahoma State University made a vigorous presentation on "The Scope of Evaluation of Young Farmer Educational Programs in Vocational Education". He proposed that we establish a much broader scope for evaluation of young farmer educational programs. It was felt that more consideration should be given to accomplishments brought about through young farmer educational programs. Personal and group growth and development have been virtually overlooked in evaluating programs in the past. Dr. Price concluded that we should lift our eyes, think broadly, plan intentionally, establish goals and criteria for evaluation which reflect the perception of ourselves as people concerned with the welfare of other people, mainly, young men engaged in the business of agriculture and abundant living.

Dr. John H. Rodgers, Virginia Polytechnic Institute, made a presentation concerned with developing criteria for evaluating young farmer education. Concern was expressed for the fact that we have considered many criteria in the past other than those connected with the outcomes of learning. The idea was expressed that educational programs must be evaluated in terms of learning outcomes or stated another way, the criteria for evaluating educational programs should be based on the specific educational objectives of the program. Also, concern was expressed that we have not done a sufficiently good job of stating our educational objectives in educational terms. Therefore, a plea was made that more attention be given to developing objectives in such a manner that appropriate criteria could be formulated in a professional and sophisticated manner.

Mr. J. W. Warren, Jr., Program Officer, U.S. Office of Education, Charlottesville, Virginia, discussed "Expected Outcomes of Evaluation in Young Farmer Education". Attention was given to the fact that evaluation of educational programs is expected on the national level, by state departments of education and by local school boards. Educational objectives were referred to as bases for developing evaluative criteria. Reference was made to a change of professional attitude and interest in evaluation to the extent that this process is now considered an important educational tool. Mr. Warren concluded that the final outcome of evaluation should be a plan of action for continuing agricultural education for every American young farmer who desires it, needs it, and can profit from it.

Mr. Carl S. Thomas of West Virginia made some appropriate comments concerning reporting required by state departments of education. He gave specific examples of the kind and nature of report forms required by his state in the area of adult education (see Appendix).

Dr. Philip Teske, Research Specialist, U. S. Office of Education, Washington, D.C., discussed the use of technological aids in teaching young farmers. He reminded participants that education is a process of arranging or ordering the environment of the individual in the school or other teaching-learning situation in such a way as to make behavioral change take place. Reference was made to certain tools including books, computers, tests, blackboards, arc welders, slide projectors, etc., which make up the technology which the educator uses to bring about behavioral changes in the learners.

Four major developments were credited as being responsible for the tremendous growth in education. Simply stated, they are -- (1) we are learning new things about learning, (2) educational programs are being developed for all types of individuals, (3) we are experiencing significant improvement in educational technology, and (4) the widespread use of a practical systems approach using technological advances to permit the individualization of instruction. Dr. Teske concluded that the big challenge to each of us is to develop, test, and use the many training aids available today to improve our instructional programs for young farmers.

Committee Work

Committee work was a significant part of the seminar program on young farmer education. Every participant was assigned to a committee and each committee submitted a report. There were eight committees and a report from each committee is contained in the Appendix.

Mr. J. L. Branch of Georgia chaired the committee on "Guidelines for Initiating and Expanding Programs". After formulating a rationale for young farmer education the committee listed a number of guidelines to be used in determining where young farmer educational programs should be established and to serve in establishing effective programs.

Mr. E. L. Tiner of Texas served as chairman of the committee on "Financing and Staffing Programs". The committee reported that the local school must provide adequate resources to include a staff, facilities, and finances for young and adult farmer education as well as for the high school enrollment in agricultural education. In addition, a number of recommendations were made to encourage upgrading and expanding young farmer education offered by agricultural departments in the public schools and to supplement and enrich the educational experiences of young farmers in the various states.

Dr. Charles I. Jones of North Carolina chaired the committee on "Formulating Objectives". This committee reported that several levels of objectives must be developed in young farmer education. Such objectives would include program objectives, contributing objectives, course objectives, and unit objectives. Descriptions and examples of the various levels of objectives were given for use as guidelines.

Dr. Martin B. McMillion of Minnesota served as chairman of the committee on "Evaluating Criteria". The reported indicated the need to identify strengths and weaknesses within the program and to form a basis for continuous improvement. Although specific evaluative criteria were not included in this report, the committee listed several approaches which may be used as the basis for evaluating young farmer programs and thereby formulating specific criteria.

Dr. James H. Hutchinson of Louisiana served as chairman of the committee on "Guidelines for Curriculum Development". The report expressed the conviction of the committee that instructional programs should include organized efforts on the part of vocational agriculture teachers to create the universal impression that the young farmer program is crucial to the overall success of the program of vocational agriculture. A number of guidelines for developing the instructional program were listed to enable such a program to meet long-time objectives as well as helping to solve immediate problems of young farmers. Also, attention was given to keeping the program action oriented and practical.

Dr. Glenn Stevens of Pennsylvania chaired the committee on "Young Farmer Organizations, Local, State, National". The committee stated its feeling that the young farmer association can be the motivating force in accomplishing educational objectives in young farmer education. They further stated their belief that the real strength of the young farmer association is at the local and state levels. The committee stated the purposes of a young farmer association and the relationship of such an association to the instructional program.

Dr. Ray Agan of Kansas chaired the committee on "Teacher Recruitment and Preparation". The beliefs of the committee members concerning teacher recruitment and preparation were stated very concisely. Issues and recommendations concerning teacher recruitment were spelled out in detail. This was followed by issues and recommendations concerning teacher preparation. The report was concluded with a list of general recommendations.

Dr. Ralph E. Bender of Ohio served as chairman of the committee on "Auto-Tutorial Methods of Instructing Young Farmers". Some basic beliefs of the committee were stated prior to delving into the many types of auto-tutorial aids available to enhance instruction at this time. An impressive list of recommendations was developed in keeping with the charge to this committee.

The seminar program ended with a brief summary and announcements from Mr. H. N. Hunsicker, Chief, Agricultural Education, U. S. Office of Education, Washington, D.C. Mr. Hunsicker pointed out that by participating in the seminar we have learned how to act. Then he emphasized that now is the time to act.

SEMINAR EVALUATION

In constructing an instrument to use in evaluating the seminar, it was considered essential that participants be allowed to record certain outcomes of learning influenced by the Seminar Program. Thus, participants expressed not only knowledge and skills gained, but also attitudes, appreciation for young farmer education and intention to act in regard to influencing both the quality and scope of young farmer education.

Participants were asked to identify some techniques, and procedures effective for organizing and conducting young farmer education programs. The following ideas, concepts and procedures were recorded:

1. Identify the educational needs of young farmers.
2. Formulate educational objectives to meet the educational needs.
3. Organize educational experiences to accomplish educational objectives.
4. Rely heavily upon advisory councils and/or groups.
5. If possible, organize young farmer programs with special full-time teachers.
6. On-farm instruction is essential.
7. A young farmer chapter is beneficial to the program of instruction.
8. A State Association is beneficial to state-wide program development.
9. Adequate teacher time for organizing, preparing and teaching classes is essential.
10. Systematic instruction is essential to program success.
11. Program of instruction should provide for leadership and social development.
12. Visitation time is essential to recruiting class members.
13. Approval and support for the program must be obtained from local school administrators.

14. The philosophical concepts essential to initiating young farmer education must be developed during the teacher education.

15. Mass communications media should be used to inform young farmers of educational programs available.

16. An awards program should enhance achievement among members.

17. Pilot programs should be established and supported by the State Department of Education.

18. Officers and members from established programs should be used in organizing new programs.

19. Teacher Education Departments should sponsor a State Seminar for selected teachers of agriculture.

20. Adequate state-level financing is essential.

21. Adequate state staff assistance must be provided.

22. Community Action Committees can foster young farmer education.

23. Realistic evaluation is a must.

24. Include participating experiences for wives.

25. Plan quality programs regardless of numbers.

26. Plan young farmer programs to extend throughout the year.

27. Teacher should be in charge of each class with resource persons used to supply specific information.

28. The state staff should develop policies, plans and goals for the program and allocate time, finances and other resources necessary to the program.

29. Young farmer instruction, visitation, etc., should be recognized as a part of the teacher's work load.

In response to the question "What do you believe is the place of auto-tutorial methods in young farmer education", the seminar participants were not in agreement. However, most of them felt strongly the need to explore possibilities for improving educational programs by using technological devices. The answers as given below:

1. May be used for individuals with special interests who want to study in greater depth than others in the class.

2. May be used as a valuable supplement to traditional instruction.

3. A necessity to modern instruction.

4. Use to enrich and improve instructional program.

5. Can be used to improve individualized instruction.

6. A tool to make teachers' efforts more effective.

7. Self-instructional materials can broaden the scope of learning experiences for young farmers.

8. These methods may conserve time for the teacher of agriculture.

9. The potential is great. Action research is desperately needed. Funds should be allocated for this purpose.

10. There is no substitute for the good teacher.

11. Good instruction can be widely used, thus eliminating some duplication of effort.

12. Probably best for in-service training of teachers.

13. No place in young farmer education.

14. Very little place until greatly improved.

15. Too costly. Does not lend itself to problem solving.

16. Can be used as a substitute for resource persons in technical areas.

17. They are teaching aids.

18. Excellent for presenting information when follow up can be provided.

Participants were asked to relate the reports, recommendations, suggestions and other efforts they would make in their respective home states as a result of having participated in the seminar. It was considered important that participants leave the seminar with well formulated plans for improving and/or expanding programs of young farmer education. Such plans also seemed to be the best evidence that the objectives of the seminar were accomplished. Participants listed the following:

1. Make adjustments in young farmer methods course.

2. Suggest area young farmer conferences.

3. Develop student teaching centers in departments with strong young farmer educational programs.

4. Suggest a study tour of successful programs.

5. Report on National interest in young farmer education and activities of various states.

6. Encourage development of additional programs within home state.

7. Recommend establishment of an organization for young farmer wives.

8. Recommend additional salary for work done on young farmer education.

9. Recommend that young farmer educational activities be recognized as a vital part of the teacher's work load.

10. Secure a Seminar speaker to appear on next annual teacher's conference program.

11. Plan to recommend the initiation of young farmer education in the home state.

12. Plan to give an extensive report on Seminar proceedings.

13. Recommend the establishment of a State Association of Young Farmers in the home state.

14. Greater emphasis in pre-service and in-service education of teachers on young farmer education.

15. Begin young farmer education by starting pilot programs.

16. Report Seminar proceedings in State Newsletter.

17. Hold a similar seminar on the state basis during annual teachers conference.

18. Recruit young men to prepare to teach young farmers.

19. Identify source of opposition to young farmer education in home state.

20. Promote a National Young Farmer Organization.

21. Plan to organize new classes.

22. More effort in supervising young farmer education.

23. Formulate a state-wide procedure for expanding and improving young farmer education.

24. Convince State Staff of need for young farmer education.

25. Sell idea that a young teacher has not succeeded unless he has taught young farmers.

26. Work for full-time executive secretary in home state.

27. Recommend that vo-ag students become more oriented toward young farmer education.

28. Recommend a state-wide emphasis on farm records and record analysis.

29. Recommend that young farmer education be adequately staffed in the State office.

30. Recommend the use of specialists in young farmer education.

31. Will prepare guidelines for conducting programs in young farmer education.

32. Will prepare instructional materials for young farmer education.

33. Prepare a study to determine the need for young farmer education in the home state.

34. Will encourage all members of State Staff and Teacher Education to secure personal copies of Seminar minutes and study them.

Participants considered the strong points of the seminar to be the following:

1. Good national coverage and presentations from all levels.
2. Excellent facilities for such a seminar.
3. Wonderful hospitality.
4. Committee work was well planned.
5. Tour was excellent.
6. Ample and excellent resource people.
7. Inspirational and informative.
8. Excellent exchange of ideas.
9. Young farmer presentations were excellent and inspiring.
10. Seminar developed the "need" for young farmer education.
11. Participants were able to see the results of effective young farmer education.
12. Well planned.
13. Appropriate subjects were considered.
14. Excellent spirit of cooperation.

15. The breaks between sessions were well planned with adequate provision for refreshments.

16. The schedule of working hours was well planned.

17. Outstanding individuals selected for the Seminar program.

18. An outstanding professional attitude.

19. The democratic spirit which prevailed throughout the seminar.

20. The special consideration shown participants.

21. The variety of techniques used during the week.

22. Opportunity to hear from young farmers and teachers.

23. Enthusiasm of seminar staff.

24. Publicity during the seminar.

25. Good balance of presentations on part of supervisors, teacher educators, teachers and young farmers.

26. There was a positive approach during the seminar.

27. Excellent handouts from many states.

28. Program created a desire to move.

Suggestions were made for improving future seminars as follows:

1. Make an all-day tour and visit a farm.

2. Use of audio-video tapes to show classroom and instructional situations.

3. Get the reaction of commercial firms to assisting with young farmer education.

4. Provide more opportunities for recreation for those with special interests.

5. Arrange panel discussions for debatable questions.

6. Use role playing to demonstrate some techniques.

7. Invite all state presidents to participate.

8. Some presentations were too formal.

9. Include a young farmer wife on program.

10. Tour college farms next time.

11. Have more materials to carry home.

12. Include more teachers on program.

13. Use panel technique.

14. Omit references to reports used by specific states.

15. Arrange to show actual class in operation.

16. Allow some choices of committee assignments.

17. Involve State Directors of Vocational Education.

18. Hold a similar Seminar each five years.

19. Allow more time for discussion.

20. Provide air conditioned rooms for committee meetings.

21. Hold another seminar after some progress materializes from this one.

22. Have very short introductions.

23. Involve more Head Supervisors and Teacher Education.

24. Involve young men employed in non-farm agricultural occupations.

25. Have program participants hand out copies of presentation.

26. Use additional techniques of presenting ideas, etc.

27. Include a young homemaker on the program.

28. Shorten program to three days.

29. Use more people engaged in the teaching-learning process.

30. Also study an average young farmer program to discover weaknesses.

31. Less time on philosophy of young farmer education.

32. Review research.

33. Prepare a summary of programs of the various states.

34. Have daily newspapers more accessible.

35. Need more time for most phases of the seminar program.

36. Include representatives of National Farm Organizations.

37. Provide an outline for committee reports at time of appointment.

38. Allow more time for committee work.

39. Allow less time for committee work.

40. Seminars need to be held as in-service education for teachers of young farmers.

41. Have committee reports duplicated for participants.

42. Increase number of participants from each state.

43. Include information and discussion on reimbursable 13th and 14th year education in agriculture and the relationship to young farmer education.

44. Make committee assignments prior to the seminar.

Participants considered that certain outcomes of the seminar should influence the program in agricultural education. Some of the outcomes considered important to some participants follow:

1. Increased emphasis on young farmer education in each state represented.

2. Improvement of the educational program for young farmers.

3. The number of young and adult farmers participating in educational programs should double.

4. Improved local programs.

5. More local and state organizations.

6. Development of seminars for young farmer officers and advisors.

7. A broadening of the concepts held by supervisors, teacher-educators and teachers.

8. A new emphasis on agricultural education leading to more complete and effective programs.

9. Expanded use of techniques and methods in developing more effective programs.

10. Recognition and cooperation from farm organizations.

11. Improved supervisory leadership.

12. More attention to young farmer education in student teaching.

13. The biggest boost to young farmer education ever.
14. Long range planning in young farmer education.
15. Evaluation of effectiveness of young farmer education on the state level.
16. More discussion of a National Young Farmer's Association.
17. Dispelling of the fear of competition between young farmer organizations and other farm organizations.
18. A revision of teacher load within the states.

Comments made by participants which are not previously recorded or emphasized include:

1. Similar seminars are needed on a regional basis.
2. This seminar should have been held years ago.
3. Seminar was much better than I ever anticipated.
4. Farm record analysis will be a must in young farmer education within the next ten years. Full time adult instructors are needed.
5. We should obtain reaction of Vocational and General Education personnel and involve them in the program.
6. Young Farmer Education publications need to be revised and brought up-to-date with ideas and information from the seminar.
7. Agricultural Education is a part of the program of public education and must be evaluated as other programs and not solely on occupational objectives.
8. Congratulations on planning and sponsoring one of the strongest programs I have attended to date.
9. This is the finest seminar I have had the privilege of attending. Great Work!!!

APPENDIX

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

April 28, 1967

Sent To: ______________________________
State Supervisor, Agricultural Education

Sent By: John H. Rodgers, Head, Agricultural Education,
Virginia Polytechnic Institute, Blacksburg, Virginia 24061
Telephone No. 703-552-6837,

and

J. M. Campbell, State Supervisor, Agricultural Education,
State Department of Education, Richmond, Virginia 23216

Subject: National Seminar for Administrators and Teacher Educators
Responsible for Young Farmer Education

It appears that approval for a 4-C Training Proposal on Young Farmer Education, submitted by Virginia Polytechnic Institute, will be forthcoming. Although the budget has been reduced, we are looking forward to a very stimulating and profitable seminar with one or two participants from each State.

We are asking that you complete the attached reservation form for _______ participant(s) from your State. The grant funds will pay the expenses of the participant(s) as explained in the announcement.

States desiring to send additional persons may do so at their own expense. However, please send us their names and addresses in order that we can make proper reservations for them.

Copies of this information are being sent to head teacher educators and State Directors. Please coordinate with them in nominating the proper person(s) from your State.

JHR/nb

VIRGINIA POLYTECHNIC INSTITUTE
Blacksburg, Virginia 24061

* * * * * * * * * * * * * * * * * *
* Return by May 15, 1967 to:
*
* Dr. John H. Rodgers, Head
* Agricultural Education
* Virginia Polytechnic Institute
* Blacksburg, Virginia 24061
* * * * * * * * * * * * * * * * * *

Date ______________________

State ______________________

National Seminar for Administrators and Teacher Educators Responsible for Young Farmer Education

RESERVATION FORM

1. Person whose expenses are to be paid by the project (Supervisor or Teacher Educator)

Name ______________________ Position ______________________

Address ____

____

Name ______________________ Position ______________________

Address ____

____

2. Names of other people (leaders in young farmer education) whom you would like to attend the seminar, whose expenses can be paid by your State.

Name ______________________ Position ______________________

Address ____

____

Name ______________________ Position ______________________

Address ____

____

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

TO: Participants in National Seminar on Young Farmer Education

FROM: John H. Rodgers, Head
Agricultural Education
Virginia Polytechnic Institute

Attached is a reservation form to be completed by participants from each State who will attend the National Seminar in Young Farmer Education to be held on campus at Virginia Polytechnic Institute during the week of August 7-11, 1967. Arrangements have been made for housing in the university dormitories. Service includes private rooms with bed linens, towels, soap, blankets and maid service. Also, provisions have been made for special meals in the dining halls.

Because of budget limitations, we have made arrangements to accommodate as many participants as possible by providing adequate, but economical accommodations. The per diem limitations imposed on the budget will not permit participants to choose commercial accommodations.

Those who desire to drive rather than travel by air will be reimbursed at the rate of 7 cents per mile. This is the authorized travel rate for the State of Virginia.

Participants should plan to arrive in Blacksburg on Sunday afternoon or evening, August 6. Those traveling by air will be met at the airport in Roanoke. Please inform us of your time of arrival.

Although a program for wives has not been planned, there are many interesting places around Blacksburg and wives may stay at the University for approximately $3.50 per night. Meals can be obtained in the dining hall at a moderate price. Please let us know if you plan to bring your wife and/or members of your family. There are no satisfactory provisions for small children.

The Conference will end at noon on Friday, August 11. Therefore, you can make travel arrangements for your return trip based on this information.

JHR/nb

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

National Seminar for Administrators and Teacher-Educators
Responsible for Young Farmer Education

Reservation Form
(Complete and return within 10 days)

Name ______________________ Title ______________________

Address ____

____

Phone Number: Home ______________ Office ______________

Method of travel _______________________________________

Time of arrival ____

Time of departure ______________________________________
(Time flight leaves Roanoke for return trip if traveling by air)

Approximate cost of travel ______________________________

Reservation for wife and/or members of family _____________

____

Return to:

Dr. John H. Rodgers, Head
Agricultural Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

Phone No: 703-552-6837

JHR/nb

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

July 19, 1967

TO: Participants in National Seminar on Young Farmer Education

FROM: John H. Rodgers, Head, Agricultural Education,
Virginia Polytechnic Institute

SUBJECT: Arrangements for National Seminar on Young Farmer Education,
Virginia Polytechnic Institute, August 7-11, 1967

We are pleased that you will be on our campus to participate in the National Seminar on Young Farmer Education. Arrangements have been made for housing in a university dormitory. The service includes private rooms for participants with bed linens, towels, soap, blankets, and maid service. Wives and members of families may have the same service or may choose double occupancy at a slightly reduced rate. The room rate for single occupancy is only $3.50 per day. Another factor to consider is that all rooms have double decker beds. Those who have nostalgia for college days may choose double occupancy, if they wish.

Meals will be available in our university dining facilities for wives and family members. The rates are very reasonable. We will have special menus for seminar participants and guests. Our evening meals will be served in a separate dining room.

The budgetary limitations will allow subsistence for a total period of seven days. This will allow at least one full day for meals and lodging, if needed, prior to the seminar and one day after. These time limitations were based on air travel. If, however, a person desires to drive, he will be reimbursed for travel at the rate of seven cents (7¢) per mile. This is the authorized travel rate for Virginia.

Participants should plan to arrive in Blacksburg on Sunday afternoon or evening, August 6. A dinner meeting for participants will be held on Sunday evening, August 6, at which time pertinent announcements will be made. Those traveling by air will be met at the airport in Roanoke. Please inform us of your time of arrival.

The conference will end at noon on Friday, August 11. Therefore, you can make travel arrangements for your return trip based on this information.

Because we have limited information on some participants, we are requesting that you complete the enclosed information form and return it at your earliest convenience. This will help us to make local arrangements for you.

A tentative program for the Seminar is enclosed. Participants will be reimbursed for expenses incurred through regular university procedures.

Best wishes for a pleasant trip.

JHR/nb

VIRGINIA POLYTECHNIC INSTITUTE

Department of Education
Blacksburg, Virginia 24061

National Seminar for Administrators and Teacher-Educators
Responsible for Young Farmer Education

Information Form
(Please complete and return)

Name ______________________________

Address ______________________________

____

Phone Number: Home ______________ Office ______________

Method of Travel ______________________________

Time of arrival ______________________________
(and flight number, if by air)

Time of Departure ______________________________
(Time flight leaves Roanoke for return trip if traveling by air)

Reservation for wife and/or members of family: ______________

Single room for wife ______________

Double occupancy with husband ______________

Describe accommodations for family members ______________

____

Return to:

Dr. John H. Rodgers, Head
Agricultural Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

Phone: 703-552-6837

JHR/nb

PARTICIPANTS IN NATIONAL SEMINAR ON YOUNG FARMER EDUCATION

Mr. H. W. Green, 105 Thach Hall, Auburn, Alabama 36830
Mr. J. E. Smith, State Department of Education, Montgomery, Alabama 36104
Mr. Glen W. Schein, Arizona Western College, P. O. Box 929, Yuma, Arizona 85364
Mr. Robert H. Pedersen, 4064 State Building, 1111 Jackson Street, Oakland California 94607
Mr. George C. Rolen, Route 1, Box 56, Williams, California 95987
Mr. Roy T. Denniston, Housatonic Valley Regional High School, Falls Village, Connecticut 06031
Mr. Llewellyn L. Turner, Minnechaug Drive, Glastonbury, Connecticut 06033
Dr. Ralph P. Barwick, University of Delaware, Newark, Delaware 19711
Mr. G. C. Norman, State Department of Education, Room 275 Knott Building, Tallahassee, Florida 32304
Mr. J. L. Branch, Abraham Baldwin Agricultural College, Tifton, Georgia 31794
Dr. R. H. Tolbert, University of Georgia, Athens, Georgia 30602
Dr. M. C. Gaar, U. S. O. E., 602 Peachtree Street, Atlanta, Georgia 30323
Mr. Takashi Kajihara, P. O. Box 454, Waimea Kausai, Hawaii 96796
Mr. Don Moeller, 509 S. Brainard, LaGrange, Illinois 60525
Dr. Keith Fiscus, 805 South Lynn Street, Urbana, Illinois 61801
Mr. Allen Utech, 401 North Milton Street, Apt. 4, Springfield, Illinois 62706
Mr. Clarence E. Bundy, Iowa State University, Ames, Iowa 50010
Mr. C. W. Dalbey, State Office Building, Des Moines, Iowa 50319
Dr. Ray Agan, Kansas State University, 103 Holton Hall, Manhattan, Kansas 66502
Mr. W. A. Rawson, Room 1116, State Office Building, Topeka, Kansas 66612
Mr. Floyd Cox, University of Kentucky, Lexington, Kentucky 40506
Mr. C. O. Neel, Department of Education, Frankfort, Kentucky 40601
Dr. James H. Hutchinson, Louisiana State University, Baton Rouge, Louisiana 70803
Mr. Louis F. Ahalt, 115 East Church Street, Frederick, Maryland 21701
Dr. Raymond Garner, Michigan State University, East Lansing, Michigan 48823
Dr. Martin B. McMillion, University of Minnesota, St. Paul, Minnesota 55101
Dr. J. Roland Hamilton, Mississippi State College, State College, Mississippi, 39762
Mr. C. V. Roderick, University of Missouri, Columbia, Missouri 65202
Mr. Robert Mason, University of Nebraska, Lincoln, Nebraska 68509
Mr. Paul Gilman, University of New Hampshire, Durham, New Hampshire 03824
Mr. Parker a Woodul, 1312 South Globe, Portales, New Mexico 88130
Dr. Harold Cushman, Cornell University, Ithaca, New York 14850
Mr. John F. Cassidy, Route 1, Franklinton, North Carolina 27525
Dr. Charles I. Jones, North Carolina State University, 121 Tompkins Hall, Raleigh, North Carolina 27607
Mr. Eric Arntson, North Dakota State University, Fargo, North Dakota 58103
Dr. Ralph Bender, Ohio State University, Columbus, Ohio 43210
Mr. Richard L. Hummel, 279 Trine Street, Canal Winchester, Ohio 43110
Mr. Paul Pulse, 325 West Walnut, Hillsboro, Ohio 45133
Mr. Donald D. Brown, 1515 West 6th Street, Stillwater, Oklahoma 74074
Dr. Robert R. Price, Oklahoma State University, Stillwater, Oklahoma 74074

Mr. Gordon Galbraith, 305 Public Service Building, Salem, Oregon 97310
Mr. Daniel Dunham, Lebanon High School, Lebanon, Oregon 97355
Dr. Glenn Z. Stevens, Pennsylvania State University, University Park, Pennsylvania 16802
Mr. T. Dean Witmer, P. O. Box 919, Harrisburg, Pennsylvania 17126
Mr. W. C. Bowen, Clemson University, Clemson, South Carolina 29631
Mr. Hugh P. McClimon, Clemson University, Clemson, South Carolina 29631
Mr. H. W. Gadda, South Dakota State University, Brookings, South Dakota 57006
Mr. William H. Coley, 207 East Main Street, Murfreesboro, Tennessee 37130
Mr. Calvin Baker, Route 3, Gonzales, Texas 78629
Mr. E. L. Tiner, Drawer AA, Capitol Station, Austin, Texas 78711
Mr. Elvin Downs, 1300 University Club Building, 136 South Temple, Salt Lake City, Utah 23216
Mr. Allen Stephens, Weber State College, Ogden, Utah 84403
Mr. Garry R. Bice, University of Vermont, Burlington, Vermont 05401
Mr. A. T. Adams, Assistant Supervisor of Agricultural Education, Smithfield, Virginia 23430
Mr. J. M. Campbell, State Supervisor of Agricultural Education, State Board of Education, Richmond, Virginia 23216
Mr. J. H. Copenhaver, Assistant Supervisor of Agricultural Education, Room 210 Crowell Building, Pulaski, Virginia 24301
Mr. W. R. Crabill, Assistant Supervisor of Agricultural Education, 45 West Boscawen Street, Winchester, Virginia 22601
Mr. W. C. Dudley, Assistant Supervisor of Agricultural Education, Appomattox, Virginia 24522
Dr. M. A. Fields, Virginia State College, Petersburg, Virginia 23803
Mr. J. A. Hardy, Assistant Supervisor of Agricultural Education, Room 210 Crowell Building, Pulaski, Virginia 24301
Mr. C. B. Jeter, Assistant Supervisor of Agricultural Education, State Board of Education, Richmond, Virginia 23216
Mr. L. M. Jewell, Assistant Supervisor of Agricultural Education, State Board of Education, Richmond, Virginia 23216
Mr. F. W. Nicholas, Virginia State College, Petersburg, Virginia 23803
Mr. J. W. Warren, Program Officer, Vocational and Technical Education, U.S.O.E. Region III, Charlottesville, Virginia 22901
Mr. Richard Carter, Vo-Ag Instructor, Appomattox, Virginia 24522
Mr. A. L. Yeatts, Executive Assistant to the Governor of Virginia, Richmond, Virginia 23216
Mr. Wilbur S. Pence, Division Superintendent, Rockingham County Schools, Harrisonburg, Virginia 22801
Mr. O. Beverly Roller, Vo-Ag Instructor, Fort Defiance High School, Fort Defiance, Virginia 24437
Mr. R. Z. Arey, Vo-Ag Instructor, Turner Ashby High School,Dayton, Virginia 22821
Mr. R. C. Cupp, Vo-Ag Instructor, Turner Ashby High School,Dayton, Virginia 22821
Mr. Roy Swope, Turner Ashby Young Farmer Chapter, Dayton, Virginia 22821
Mr. William Bowman, Virginia Young Farmer Association, McGaheysville, Virginia 22840
Mr. W. L. Simmons, Lebanon, Virginia 24266
Mr. Roy Driver, Route 4, Harrisonburg, Virginia 22801
Mr. Eldon Shank, Mt. Crawford, Virginia 22841
Mr. James Gordon, Principal, James Wood High School, Winchester, Virginia 22601
Mr. and Mrs. Roy McDonald, Stephens City, Virginia 22655

Dr. R. W. Beamer, Head, Department of Education, V. P. I., Blacksburg,
Virginia 24061
Dr. John H. Rodgers, Head, Agricultural Education, V. P. I., Blacksburg,
Virginia 24061
Mr. C. E. Richard, Associate Professor of Agricultural Educationa, V. P. I.,
Blacksburg, Virginia 24061
Mr. C. S. McLearen, Associate Professor of Agricultural Education, V. P. I.,
Blacksburg, Virginia 24061
Dr. B. C. Bass, Associate Professor of Agricultural Education, V. P. I.,
Blacksburg, Virginia 24061
Mr. J. D. Oliver, Assistant Professor of Agricultural Education, V. P. I.,
Blacksburg, Virginia 24061
Mr. R. A. Wall, Assistant Professor of Agricultural Education, V. P. I.,
Blacksburg, Virginia 24061
Mr. T. J. Wakeman, Professor of Agricultural Engineering, V. P. I.,
Blacksburg, Virginia 24061
Mr. Walter Cameron, Instructor in Agricultural Engineering, V. P. I.,
Blacksburg, Virginia 24061
Dr. W. W. Brandt, Vice President of Virginia Polytechnic Institute,
Blacksburg, Virginia 24061
Dr. T. J. Horne, Associate Dean of Instruction, College of Agriculture,
V. P. I., Blacksburg, Virginia 24061
Mr. Claude McGhee, University of West Virginia, Morgantown, West Virginia
26506
Mr. Carl S. Thomas, Room E0208 Capitol Building, Charleston, West Virginia
25305
Mr. Dale C. Aebischer, 126 Langdon Street, Madison, Wisconsin 53703
Mr. Doyle Beyl, 1 West Wilson Street, Madison, Wisconsin 53702
Mr. H. N. Hunsicker, U. S. O. E., Department of Health, Education, and Welfare,
Washington, D. C., 20202
Dr. Phil Teske, Bureau of Research, U. S. O. E., Washington, D. C. 20202

VIRGINIA POLYTECHNIC INSTITUTE

BLACKSBURG, VIRGINIA 24061

PROGRAM

NATIONAL SEMINAR ON YOUNG FARMER EDUCATION

August 7 - 11, 1967
AGRICULTURAL AUDITORIUM

SEMINAR STAFF

General Chairman	John H. Rodgers
Seminar Secretary	Mrs. Becky Long
Registration	C. E. Richard

REGISTRATION

Sunday, August 6, 1967

2:00 - 5:00 p.m.	Vawter Hall Lounge
5:30 p.m.	Dinner - Owens Dining Hall
	Introductions
	Announcements

PROGRAM

Monday - August 7, 1967

Chairman: John H. Rodgers Secretary: W. R. Crabill

8:30 A.M. - Welcome
W. W. Brandt, Vice President - V.P.I.

8:45 A.M. - Welcome to Virginia
A. L. Yeatts, Jr. - Executive Assistant to the Governor or Virginia, Richmond.

9:05 A.M. - Why We Are Here
H. N. Hunsicker, Chief - Agricultural Education, U.S.O.E.

9:15 A.M. - Purpose and Plans of the Conference
L. M. Jewell, Jr. - Assistant State Supervisor, Agricultural Education, Richmond, Virginia

9:30 A.M. - Charge to Conference Members
Don Moeller - Public Relations Dept. Swift & Company

10:00 A.M. - Break

10:20 A.M. - Concepts Fundemental to Young Farmer Education
Dr. Harold Cushman, Professor - Cornell University.
J. M. Campbell - State Supervisor - Richmond, Virginia.
E. L. Tiner, Consultant, Agricultural Education. Texas Education Agency, Austin, Texas.

11:50 A.M. - Announcements

12:00 Noon - Lunch

1:30 P.M. - Responsibility for Developing Young Farmer Programs
Administering - Carl S. Thomas, State Department of Education, Charleston, West Virginia
Promoting - C. W. Dalbey, Chief - Ag.Ed. Des Moines, Iowa
Financing - Richard Hummell, State Department of Education, Ohio

3:00 P.M. - Break

3:20 P.M. - Question Period

3:50 P.M. - Conference Committee Assignments

5:30 P.M. - Dinner

Tuesday - August 8, 1967

Presiding: M. A. Fields   **Secretary:** A. T. Adams

8:30 A.M.	- Providing Personnel a) State Staff - Glenn W. Nicklas, Consultant State Dept. of Education. Nebraska b) Teaching Personnel - 1) Recruitment- Charles I. Jones - Teacher Education, N. C. State University - Raleigh, N. C. 2) Pre-Service Education- C.E. Bundy - Chairman, Ag.Ed. Dept., Iowa State University 3) In-Service Education- R. E. Bender - Chairman, Ag.Ed Dept., Ohio State University
	- Questions
10:30 A.M.	- Break
10:50 A.M.	- Special Features in Young Farmer Educatio A) Texas - Use of Specialists in Young Farmer Education - E. L. Tiner, Consultant, Young Farmer Education B) Minnesota - Young Farmer Development Committees - Martin B. McMillion, Teacher Education C) Utah - The Young Farmer Association - Elvin Downs, Specialist, Ag.Ed.
11:50 A.M.	- Announcements
12:00 Noon	- Lunch
1:00 P.M.	- Field Trip -- Leave V.P.I. and go directly to Turner Ashby High School Refreshments - Courtesy of Turner Ashby Young Farmer Chapter

- Meeting - W. R. Crabill, Assistant
  Supervisor of Ag.Ed., presiding.

Report of Virginia Young Farmer
Organization - William Bowman, State
President

- Welcome and Remarks - Wilbur S. Pence,
  Division Supervisor, Rockingham High
  School, Harrisonburg, Virginia

Techniques found to be successful in
conducting a Young Farmer Program -
R. Z. Arey, Teacher of Agriculture,
Turner Ashby High School

Remarks on Young Farmer Education -
Roy Driver, President - Northern Va.
Young Farmer Association

Remarks on Young Farmer Education -
Eldon Shank, President - Rockingham
County Young Farmer Association

Remarks on Young Farmer Education -
Roy Swope, President - Turner Ashby
Young Farmer Chapter

- Tour of Facilities

6:00 P.M.

- Dinner - Belle Meade
  Toastmaster - L. M. Jewell, Asst. State
  Supervisor, Ag.Ed.

  Invocation - R. C. Cupp, Teacher of
  Agriculture, Turner Ashby
  High School

- Responsibility of Local School for Young
  Farmer Education - James Gordon,
  Principal of James Wood High School
  Winchester, Virginia

- Contributions of Young Farmer Education
  to our farming program - Mr. & Mrs. Roy
  McDonald, Virginia's outstanding
  Young Farmer Family of the Year

Wednesday - August 9, 1967

Presiding: J. H. Copenhaver

Secretary: F. W. Nicholas

8:30 A.M. - Developing and Conducting the Instructional Program

- a) Planning - O. Beverly Roller - Teacher of Agriculture, Ft. Defiance, Virginia.
- b) Conducting -
  - 1) Classroom - Richard Carter- Teacher of Agriculture, Appomattox, Virginia
  - 2) Laboratory and On-Farm - Roy T. Denniston, Housatonic Valley Vo-Ag Center, Connecticut

- Questions

10:20 A.M. - Break

10:40 A.M. - Resume Session

- Special Features in Young Farmer Education

#4 Pennsylvania - On-Farm Instruction T. D. Witmer, Assistant State Supervisor. Ag.Ed.

#5 Kansas - Young Farmer Wives Orgsnization W. A. Rawson, Assistant Supervisor Ag.Ed.

#6 Texas - The State Convention - Calvin Baker, State President

#7 Georgia - Relationships with Farm Organizations - J. L. Branch, State Supervisor of Ag.Ed.

11:50 A.M. - Announcements

12:00 Noon - Lunch

1:30 P.M. - Developing the Organizational Structure

A) On the Local Level- Allen Stephens- Webster State College, Utah.

B) On the State Level - Calvin Baker,
President. Texas Young Farmers
Association

C) On the National Level - Glenn Stevens
Teacher Education, Pennsylvania
State University

- Questions

2:45 P.M. - Break

3:00 P.M. - Committee Work

4:45 P.M. - Adjourn

Thursday - August 10, 1967

Presiding: W. C. Dudley

Secretary: J. A. Hardy

8:30 A.M. - Evaluation in Young Farmer Education

- a) Need for Evaluation - M. C. Gaar, Program Division of Voc., & Tech, Ed., U.S.O.E. Atlanta, Georgia
- b) Scope of Evaluation - Robert Price, Teacher Education -- Oklahoma State University, Stillwater
- c) Criteria for Evaluation - John H. Rodgers, Teacher Education - V.P.I. Blacksburg, Virginia
- d) Expected Outcomes of Evaluation - James Warren, Program Officer - Voc. & Tech. Ed., U.S.O.E., Charlottesville, Virginia
- e) Reporting to State Departments- Carl S. Thomas, State Department of Education - Charleston, W. Va.

10:30 A.M. - Break

10:45 A.M. - Technological Aids in Teaching Young Farmers
Philip R. Teske, Division of Vocational and Technical Education - U.S.O.E.

11:15 A.M. - Equipment Demonstations

12:00 Noon - Lunch

1:30 P.M. - Committee Work

- a) Consultants will guide work
- b) Drafting committee report
- c) Developing committee report to present to conference

6:30 P.M. - Banquet - Yellow Room
Owens Dining Hall

Friday - August 11, 1967

Presiding: L. M. Jewell

Secretary: R. A. Wall

8:30 A.M. - Reports by committees

10:00 A.M. - Break

10:20 A.M. - Committee Reports Continued

10:50 A.M. - Conference Evaluation

11:30 A.M. - Conference Summary - H. N. Hunsicker, Chief, Agricultural Education, U.S.O.E.

12:00 Noon - ADJOURN

WHY WE ARE HERE

H. N. Hunsicker
United States Office of Education
Washington, D. C.

Dr. Rodgers and Gentlemen:

This is the first opportunity I ever have had to take over for the Governor or the Governor's Assistant. I don't know if I can come through for the political scene or not.

Dr. Rodgers, you mentioned that if anybody needed anything they should call on you. I remember one time back out in the country where this couple was visiting when the farmer and his wife said, "Now if you need anything, be sure to call on us," and then as an afterthought, the farmer's wife said, "If we don't have it, then we'll try to convince you that you can get along without it." So maybe we can do that here.

It is certainly good to see each and every one of you. I doubt if you realize the importance of your being here at this conference. I think in the next three, four, or five days you will begin to see that you have a very important role to play.

About a year ago we discussed the need for a Young Farmer Seminar with the members of the Agricultural Education staff. Here in Virginia, Dr. Gaar was well acquainted with the Young Farmer Program and with a number of other members of the staff selected in about three institutes. The fact that I graduated from this institution has absolutely no bearing on this at all, because when I came down here and talked with him, Dr. Gaar said there is a good Young Farmer Program in Virginia. The emphasis is on instruction. He said they do a good job of teaching and can have as good a Young Farmer Association -- as good as any he had ever seen, and he added that they have a group of teachers in the state of Virginia that is well informed, because the whole thing starts with teacher education. And I know that.

Having talked about and been in the teacher education program here, I have been indoctrinated with the claim that the first year you were out if you didn't have a Young Farmer of Adult Farmer Program you were a failure. I liked that philosophy because I believe in it. I think that if a young man doesn't start when he has taught his first year, he probably is going to procrastinate and be quite a while getting started. This, I think, is the secret of the Young Farmer Programs in every state. I was just out in Iowa at a terrific conference there, and devoted a whole half day with Mr. Dalbey, Mr. Bundy, and their staff all to Young Farmers at the annual Agricultural Teachers conference. They have 16 or 17 thousand enrolled and I tried to find out the reason. I found it. I think it was teacher training; I think it starts there.

I would like to compliment you, Mr. Campbell, and also Dr. Rodgers for the good program that is reported to be here in Virginia. I have attended the Young Farmers Association annual meeting and I know that it was a great success. And to Dr. Rodgers and your staff, and you, Mr. Jewell, and the members of the state staff, I also want to express appreciation now for your agreeing to sponsor this particular seminar. I have to admit we had to twist arms pretty far around in order to get them to say "yes" but I am sure that as time goes on this week, it will prove to be a wise decision.

The question on the program that I am supposed to talk on is, Why We Are Here. I am sure that every one of us is here for a very real purpose and I will get into why I think we are here.

Chiefly, we are here to create a climate of concern for Young Farmer Programs. We've been giving lip service to Young Farmer Programs, but at this meeting we are here to investigate and develop a real honest-to-goodness concern for Young Farmer Programs based on facts. I hope this concern will be carried back to every state and every school and Young Farmer on every Young Farmer's farm. If this happens, then it has been good for us to have been here. But more important, as we return to our respective states and offices is to acquaint each and every member of our staff with this and to get them moving forward with whatever plans come out of this conference. And certainly a number of plans will be developed during this week, and I think that is another reason why we are here. I think everybody in this room is well acquainted with the agriculture situation and that it is almost needless to point out the fact - Mr. Dalbey, I think I mentioned this two weeks ago in the Iowa conference -- that we had in the United States 3,152,448 farms. It has gone down 400 as of last week. That is pretty accurate. It is estimated that in approximately 15 years from now, there will be two to two and one-fourth million farms. But what is not known is the fact that the Vice-President of this institution pointed out, that since 1930, the average farm size was 150 acres; today, 350 acres, and in approximately 15 years, the average farm size will go up to 500 acres. But what is not generally known is that according to estimates and to those planners who have really investigated that most farms of this size will have two full-time operators. In other words, even though we have only two or two and one-fourth million farms, within the next 15 years we will still have three to three and one-half million farmers. These farmers are certainly going to have to be much better farmers than their counterparts who only farmed with a horse and were not concerned with mechanics, pesticides, any kind of automation, financing, new equipment, national and international situations, farm business management or many of such things that we are concerned with today. The farmer must be a different type of individual.

If we look back over the last 15 years, many of the things farmers use right now were not even on the drawing board. What is going to happen within the next 15 years? Predictions are almost unbelievable. Regardless of whether a national or world-wide birth control practice is adopted, it is estimated that within the next 15 years we will have an increase of population in the world of 1 billion people. This is almost too large to comprehend. This increase causes great concern for Agricultural Education. These farmers whom we are thinking about must be better trained; must be well trained to operate these large businesses in which they will find themselves. But the major concern, the major thing that has not been pointed out (I mentioned this in Iowa), is that the average age of the farmer is in excess of 50; in fact, actual figures say the average age is 56 years. But I would say that the average age is above 50 years and this is a point that farm organizations, trade organizations, and others in agriculture are bound by because it is a fact. Regardless of the climb in the number of farms, suppose we had only two million farms, and I think that maybe we are headed that way. Most people haven't stopped to realize that when considering the age of the average farmer, in the next 15 years, regardless of the decline in the number of farms, we are going to need one million new farmers. Now, that is a pretty sizable work force and that is a pretty sizable job.

Now we know that the colleges and universities are going to do a lot of good training, but we also know that in the state of Iowa, as was pointed out there last week, that only 4½% of the college graduates in that state return to the farm. In the nation it is slightly over 2%, so we can't look to the colleges for replacements. Now, our two-year technical institutes have great potentials, and I think we are going to get on the ball in Agricultural Education in the technician program. If we don't, we are really going to miss something. We must be aggressive, persuasive, and aid in establishing these new courses. Put that down as fact!

Therefore, we have a terrific leadership role in this two-year post high school program, but the other question is how are we doing in the Young Farmer and the Adult Farmer Programs in this country? Last year, according to figures compiled, we had approximately 350,000 Young and Adult farmers enrolled in this country. Incidentally, I don't think this is accurate, because we are not reporting very accurately. If there is anything we need to do, beginning right now, is to see that reports submitted are accurate and that figures are put in the right slots on the paper. Our whole survival depends on this. But anyway, of these 350,000 who are enrolled, about 68 thousand were estimated to be young or beginning farmers. Well, even if we only have two million farms or three and one-half million farmers, we are not even reaching 10% of nationwide. But the thing is that 125 thousand are in one state -- TEXAS -- and so you can see where we are otherwise in the nation. In some parts of the nation, especially the Northeast, the percentage is down to 1%. Some of these states are reaching and doing what we ought to be doing, so we really have a terrific job ahead of us in this Young Farmer Program. Make no mistake about it, agriculturally, the nation and the community are not going to bother about Vocational Education unless it trains better farmers. I just don't think so. This is our main task. There isn't anything else more important and our survival depends on it. I do not mean our professional survival, though this is also true, but our survival as a nation. The survival of every agricultural business in this country and the survival of the world depends on it. Therefore, our main task and the chief reason that we are here is to focus on the Young Farmer Program, better education for young farmers in every state, and as the Public R88-210 says, every farmer in every community. This is our task: to see how we can extend our program to young farmers in every community, because it is important; not because we want to do it to boost Agricultural Education, or let's go home right now.

But we have a job to do for the survival of business and agriculture in this country as well as for farming if we are going to move for better farmers who are better trained.

There isn't anyone else in this business. We are the only group in America interested in systematic instruction of agriculture. All we have to do is ponder this thing and accept this challenge.

Now, Gnetlemen, this is why I think we are here.

PURPOSE AND PLANS OF THE CONFERENCE

L. M. Jewell, Jr.
State Board of Education
Richmond, Virginia

At no time in the history of our nation has the need for a well planned educational program for out-of-school young farmers been greater than it is today. There is every reason to believe that this need will become even more essential with each passing year.

Technological change has been taking place on American farms at an ever increasing rate. In all likelihood, this pace will continue to accelerate.

Farming has developed into a highly competitive industry. In today's world of increasing costs, with a narrower margin of profit, farming is no longer a way of life -- it is a business, and the affairs of the young farmer must be conducted in a businesslike fashion if he is to continue in the business of farming. No longer can the incompetent farmer hope to survive under these competitive conditions.

With this rapid rate of technological change, with farming becoming more scientific and more competitive, with the number of farmers decreasing and with each farmer assuming the responsibility for producing a larger share of the nation's food supply, coupled with the fact that most of the nations of the world have critical food shortages and the United States supply of food is diminishing at a rapid rate, it becomes even more essential that the young farmer of today keep up with the latest developments in science and technology, and in their relation to agriculture, in making the decisions necessary for the successful operation of his farm. No longer can the young farmer rely upon the education received in high school or college to meet this need. Young Farmer Education must be a continuous process -- it cannot be a one-shot affair.

Although organized classes are available to some of our young farmers, these programs must be greatly expanded. Agricultural Education administrators and teacher educators in each state must provide the leadership for this expansion. This conference was planned to develop ways and means of expanding our existing Young Farmer Programs and developing new programs wherever the need exists.

More specifically, some of the areas that will receive special attention this week are in:

1. Developing fundamental concepts in Young Farmer Education
2. Defining objectives
3. Developing techniques and procedures in organizing and conducting
4. Developing guidelines for curriculum content

Also, special attention will be given to:

5. Staffing programs of Young Farmer Education
6. Developing administrative guidelines
7. Evaluating, and
8. Studying the structure of effective programs

During the week you will hear presentations from many of our national leaders of Young Farmer Education. You will have an opportunity to ask questions, to exchange ideas and experiences, to participate in group discussions, and through committee work help formulate plans for initiating and conducting effective Young Farmer Educational Programs.

The major presentations this morning will deal with "Concepts Fundamental to Young Farmer Education." This will be followed during the afternoon session with presentations on the subject "Responsibilities for Developing Young Farmer Programs."

Tomorrow morning, we will hear several presentations on the subject of "Providing Personnel."

Also, several spots have been provided on the program for us to hear from a number of states on some of the special features of the Young Farmer Programs in their respective states.

Tomorrow afternoon, we will take a tour through the valley of Virginia to the Turner Ashby High School near Harrisonburg, in Rockingham County. There, we will hear reports on the Virginia Young Farmer Association from the state, area, county, and local Young Farmer presidents, and a report from the local vocational agriculture teacher on the "Techniques Used in Conducting the Local Young Farmer Program."

At the evening dinner session, we will hear from a high school principal on the "Responsibility of the Local School for the Young Farmer Program." Also, during the evening session, we are scheduled to hear from Virginia's 1966 Outstanding Farmer Family on "Contributions of Young Farmer Education to My Farming Program."

Some of the other major presentations will cover the areas of "Developing and Conducting Instructional Programs, Developing the Organizational Structure, Evaluation, and Technological Aids in Teaching Young Farmers."

Considerable time has been scheduled during the week for committee work. We feel that the work of these committees is one of the most important features of this conference. It is through their work, and their reports, that we will get direction for strengthening our Young Farmer Programs. Dr. Rodgers will make the committee assignments this afternoon.

If we accomplish our major purpose here this week, each of us should have the know-how -- the ways and means -- to return to our respective states and do a better job of expanding our existing Young Farmer Programs and developing new programs wherever they are needed.

We are extremely pleased to have you visit with us here at V. P. I. If there is anything any of us can do to make your visit to V. P. I. and to Virginia more pleasant, do not hesitate to call on us.

YOUNG FARMER PROGRAMS -- YOUR CHOICE

Don Moeller
Agricultural Research Division, Swift & Company
Chicago

At the outset I want to commend the planners of this conference for their aggressiveness in approaching a serious agricultural dilemma and making this attempt to study the problems of young farmers on a scale larger than a single state.

This conference is long overdue. Time is running out on us before other agricultural leaders begin to ask the questions related to the "why" of the educational arm of our society has waited so long to come to grips with a real study on young farmer programs. All haste must be expended to identify priorities, all diligence must be given to develop practical procedures to solve the needs, and earnest and dedicated effort is required to follow up by you who make up this audience as agricultural leaders and workers.

It is a real honor to come to V. P. I. and help lead the "charge"... as your program indicates. So, with sword in hand... Let us charge.

By 1977 we are told that we will need one million new farmers. We will get them... But are they going to be as good as or better than, the best we have today? The answer will be evident ten years from now as to whether or not the vocational agricultural instructors made the contributions expected and demanded of them by the laws already on the books and by challenges made by those who have some rank and authority in their respective fields.

Ray Hurley, Chief of Census Bureau's Agriculture Division, put it this way:

"The development of new technology, increased capital requirements, the need for greater management skills and market practices have eliminated a large number of small enterprises."

Traveling through the country coming to Blacksburg yesterday and watching for the number of farms pointed up that we still have many uneconomic units in this country... And I'm not speaking of Virginia only... Many of these small units must go, and the quicker the better for the young man dedicated to making a good livlihood for himself and his family... And the general community economic development.

In this report Hurley also pointed out that a third of the farmers producing $40,000 per year of farm products went to college. Of those in the $20,000 to $40,000 class... only one out of eight had gone to college. -- I will touch on this again later --

Let us open up the ranks a little bit here and check to see if some symptoms of trouble are not already evident.....

1. As a whole, young farmers are still victims of a worn out adage that farmers will always be trodden upon and that they always buy retail and sell wholesale, etc.
2. Dads are unable to agree that an early partnership with sons can be most rewarding if properly drawn up.
3. There is much distrust of the role agriculture will play in the economy of the nation in the future.
4. Rural people live with too much distrust of neighbors, bankers, clergy, salesmen, as well as teachers.
5. Rural parents often lack an appreciation of the necessity of furthering the education of their children and as a consequence we are losing the talents of many farm-reared young people.

Problems of a broader scale include.....

1. Our land frontiers are gone, except for some reclamation projects.
2. Agriculture's influence at the polls has been lost to the buildup of the urban community.
3. Tight money -- inflation -- land values -- taxes all affect individual economic growth and development.
4. The farm force is shrinking while food demand rises.
5. The war, the draft, and the high cost of the young and newly married loom high.

I stop here on identifying the problems... You people in the conference can list more if you need them... But, either you keep these factors in mind or your conference will come to naught.

In the broad scope of American agriculture, five major areas of development are forcing strong influences and revolutionary changes on the lives of farmers... And are a heavy burden on the young farmer. My friend from the University of Illinois, Larry Simerl, identified these forces recently and I would like to briefly highlight each at this time.

1. The Industrialization of Rural Areas. New industries invading the farm scene are bringing strong competition for labor. And hired workers and farm operators and their families are being drawn away from the land.
2. The Use of Super-Machines for Crop Production. The larger, faster equipment is making it possible for one man to farm 10 times the land he could have farmed 40 years ago. With such acreage, a farmer no longer needs to maintain livestock and poultry enterprises.

3. The Mechanization of Livestock Enterprises. Although the mechanization of decision making is yet to come in these enterprises, the handling of feed, water, and waste is being increasingly mechanized.

4. The Rapid Technical Advances in Crop and Livestock Production. These advances have led to many changes -- more efficient livestock, higher-yielding crops, more effective control of weeds and plant and animal diseases, better livestock rations and management, better cultural practices for crops, and more useful accounting methods.

5. Increased Foreign Demand for Soybeans, Corn and Wheat. These demands have increased exports of the U. S. agricultural products five times since 1940.

COMMENTS ON WORLD FOOD

1. Underdeveloped nations embrace more than half of the world's arable lands, but only have 7% of its tractors.

2. Some 20 commercial firms (mostly in the U.S.) who are food processors are working through their research divisions on food technology to offset the world's dietary deficiencies... particularly the protein shortage.

3. A MLPF & Smith spokesman indicated that theoretically petroleum fermentation can produce one-third of the world's protein-food needs by using only 3% of current production of petroleum.

4. International Minerals and Chemicals Corporation states that from today's 47 million tons of fertilizer used for land fertilization that by 1980 we will use 76 million tons and still will be 113 million tons short of filling world food needs.

5. Senator Mark O. Hatfield said at the Farm Marketing Seminar in Chicago last March.....

   "Our agricultural progress has been one of America's greatest achievements and it now stands as one of her gravest and unrecognized dangers. As this progress has freed more and more of our population from the land, we have grown proportionately oblivious to the importance of food -- as a basic necessity of life and as a basic determinant of the future course of the world.

   "We in the well-fed part of the world take for granted the many steps from farm to table; we take for granted our well-stocked cupboards and assume that they will always be full. Eating is a three-times-a-day ritual that rarely concerns us and occasionally annoys us when its necessity interferes with the things we would rather be doing. In the

> hungry part of the world, however, eating is often _the_ primary goal of each day and attaining this goal is the day's sole pre-occupation. Because food is so plentiful to us, we find it difficult to comprehend what it means to people in the underdeveloped nations, how completely their entire lives are focused on and controlled by their ability to produce food."

Since there was no limit on the scope of my "charge", permit me the liberty of reviewing some basic principles of behavior which I believe have made and will continue to influence successful young men who start out in the farming profession.

We really need never fear about the young farmers providing the basic needs of food, fiber, and shelter if he builds his livelihood on these foundation stones:

Faith in God. Really, need I say more here than to acknowledge the fact that his foundation block is basic to every aspect of a good life and good living? May I ask, are you and your family practicing your religious responsibilities, or is this a relatively minor part of your day-to-day living?

I quote from an editorial of the _Nation's Agriculture_, the American Farm Bureau monthly magazine.

> "The people in this country need to restudy what is right and what is wrong. We need to get back to basic, downright honesty in all of our dealings. There is too much horse-trading going on and this reaches into the everyday operations of a farm, as well as everything else. Each day we hear reports of upstanding citizens who are church workers taking active part in good causes, but who also are suddenly found with their 'hand in the till' taking money or worse. This is not the proper answer to any personal problem and it never was. But they don't receive full condemnation from our present-day society for their improper actions."

Economic Freedom. Do you believe in the fundamental concept of the law of supply and demand, minimum government in business and agriculture, freedom to join or not to join any or all farm organizations, sell or not sell, raise or not raise, plant or not plant -- all these with reference to young farmers and their future farming programs?

Self Denial. Are you geared mentally to sell young farmers on the importance of doing without until they logically or confidentially can handle a problem?

Initiative. Your presence here today brands you with initiative. Do not lose it -- promote initiative with young farmers. Time which was lost yesterday cannot be picked up today. Our way of life is moving so swiftly that if we get behind at all, it is almost impossible to catch up.

Study. Are you confident that you can develop an attitude towards study in the minds of young agriculturists? Defined by Webster, study means "application of the mind to the acquisition of knowledge, as by reading, investigation or reflection". We certainly do not lack means to study in our rural community.

Hard Work. Whether mental or physical, work that is diligent, intelligent and efficiently pursued pays big dividends.

A lazy mind and body make for a sick product. A sick product in agriculture cannot demand the full market price.

I must assume that the educational background of most young farmers has furnished them with basic ingredients of success so that you can combine in some sequence the agricultural inputs of land, labor, capital and business enterprise. But, let me remind you that the farmers and agricultural leaders of the future who cannot relate the economic and social changes of the rest of the nation and the world, to the progress or lack thereof in agriculture, will indeed be seeing the future through clouded eyes.

NEEDS OF THE FUTURE

In the recent report of the National Commission on Food Marketing and Forecasting the needs of food alone for 15 years hence, assuming we stay at current consumption levels, we'll need:

45% more beef production
13% more pork
50% more poultry
16% more milk
38% more vegetables

The U. S. D. A. predicted that we will produce these added needs with fewer but larger farming units. Where we have 3.1 million farms today the number will drop to 2.6 million by the end of 1970, and by 1980 the average farm spread will increase from 325 acres today to over 600 acres.

Also, by the year 1980, the average farmer will use 175 pounds of fertilizer per acre, compared to only 38 pounds used during the 1960-1964 period.

THE FUTURE OF FARMING AS A BUSINESS

Agriculture is in a bull market.

The high standards of living -- ever increasing -- are boosting demand for foodstuffs.

Crop failures in parts of the world are currently reducing food supplies, particularly wheat.

World population is increasing.

Government programs are relaxing.

Farms are decreasing in number and the remainder are dividing the results of marketing.

To authenticate the latter, Dr. Vernon W. Ruttan, University of Minnesota economist, made two significant statements recently:

First, "There are now about a million farms with annual sales of $20,000 or above. This group alone produces 60% of United States farm output."

Second, "A food and fiber industry for the United States, in which 80% to 90% of farm output could be produced by 50,000 to 100,000 production units is not only technically feasible, but is in the process of coming about."

My experiences in industry working at all levels of food production lead me to suggest areas that need thorough study, research or exploring to check our their values for young farmer program development.

1. Young farmer leadership programs. What values accrue to the young men, their families, the community and the school by organizing into local, state or national units? In my mind each ought to be evaluated separately.

2. There is a tremendous amount of local resource teaching potential still untouched in our agricultural communities. Is a guide available to assist a local teacher in developing a procedure on how to best use these resources?

3. Are too many of our older, experienced men given the assignment for developing young farmer programs? Would the younger generation respond more quickly to younger instructors?

4. Are the instructors, or you for that matter, really aware of how interested local business people are in the development of the future agricultural producers of any given community?

5. Business uses all kinds of tools to prod salesmen, public relations men, executives, etc. A selling job has to be done with many of our budding young agriculturists -- professional help is available.

6. Have I hinted enough on the need for furthering the cause of getting a higher percentage of young farmers on to post-high school programs -- all the way to college degrees -- programs geared for farmers? Education is a continuing process; how do we promote this with young farmers?

If I had a son whose interest and motivation lay in the business of farming, here are some of the areas of knowledge I would counsel him to 'bone up' on as I'd send him on to school -- and I'd expect him to get at least a 4-year college degree.

1. Farm Management -- credit use
2. The workings of all loaning agencies -- money market
3. Future markets
4. Government programs -- how to get inside information
5. Economic outlook -- national
6. Product demand studies
7. Consultant services -- how to use
8. Research data -- how to stay up-to-date
9. Changing business principles -- who the innovators are
10. Concepts of integrated production -- vertical and/or horizontal
11. Engineering -- automation unlimited
12. Weather reports -- and control of crop moisture
13. Disease control -- and sanitation principles
14. Machinery leasing services
15. Soil, feed and machinery diagnostic laboratories
16. Labor contracts and unions
17. Tax advisory services
18. Principles of incorporation
19. World economic influences
20. Recreation

Industry is saying, "We are not just worrying about getting our farm boys back to the farm -- what we are concerned about is getting them back trained in the new farming sciences and technologies. And most importantly, trained in the broad and practical managerial functions of running a good productive farm.

I'm suggesting that the major events that will affect the pattern of rural communities have probably occurred -- your difficult task now is to seek out pertinent situations and trends, and with some insight, mold them into what will guide policies and programs for young farmers struggling and seeking guidance and leadership from agricultural education experts located all over this nation.

It is my contention that our young farmers have been basically forgotten or avoided -- a lost generation. We have placed heavy stress on the high school future farmer concept (and I might add doing a very excellent job here), then, at a most crucial time, dropping these future farmers out of our programs -- picking them up as adult farmers. Why? Who is at fault?

Are we unable to 'get to' him? Does his time in life present too many problems for us to tackle? Is he too rebellious, non-cooperative? Is it your business or mine to begin with?

I repeat the idea that both educators and agri-business people had better hop on the young farmer program promptly or be ridiculed, condemned and criticized in the future for their lack of foresight and effort.

To be sure that you know (and do not forget others who are interested and doing something about young farmers), let me mention:

1. The Jaycee's with their "OYF" (Outstanding Young Farmer) programs.
2. Radio and T-V Farm directors.
3. National agricultural advertising and marketing association.
4. Individual company programs.

In discussing this matter at several teachers' conferences during the past few seasons, I asked if it was in order for me to challenge them to present and develop young farmer programs and do it through:

1. The local school board.
2. State supervisory staff.
3. Public news media
4. Local agri-business community,

or, I asked, "Should someone else lead you?"

It is my sincere wish that a new impetus spring forth from this conference that will reap benefits for America through young farmer programs. I know agri-business industries support the drive you are making to build young farmer programs. And we will offer our services!

CONCEPTS FUNDAMENTAL TO YOUNG FARMER EDUCATION

PURPOSES AND OBJECTIVES

Julian M. Campbell, State Supervisor
Richmond, Virginia

It is a pleasure for me to have the opportunity of discussing briefly the subject assigned for our consideration, "Concepts Fundamental to Young Farmer Education." My specific assignment is to discuss the purposes and objectives in young farmer education. Other members of this symposium have or will discuss the needs and the importance of young farmer education. All of these topics are fundamental to the successful operation of Young Farmer Education programs. It is certainly fundamental that we understand the purposes and that the objectives outline clearly what we hope to accomplish in young farmer education.

Modern farming is becoming a complex and competitive business which demands more and more education and training for successful entry and advancement. As a result of mechanization and automation, along with improved cultural practices and newly developed agricultural supplies, fewer but better educated people are needed to produce the huge supplies of food and fiber demanded by a rapidly expanding population. In view of this, the number of smaller, less efficient farms is decreasing while the number of larger more efficient farms is increasing.

In light of these changes, no adequate program of agricultural education is terminal. If the needs of young farmers are to be met, continuous educational programs will be the pattern of agricultural workers at all levels in the future.

PURPOSE

Stated briefly, the primary purpose of the young farmer program is to provide organized instruction for those students who are no longer enrolled in secondary school programs who are in the process of becoming progressively established in farming or a closely related occupation. The program is aimed specifically at helping young men solve their problems in becoming established as farmers in the community. Persons who are engaged in occupations closely related to farming may also benefit from the program and may enroll.

MAJOR OBJECTIVES OF VOCATIONAL EDUCATION IN AGRICULTURE

The objectives should reflect the occupational needs of workers in agriculture and of course should be in accord with the objectives of general and vocational education in agriculture as stated in HEW Bulletin No. 4 and determine how they apply to young farmer instruction.

The major program objectives for vocational education in agriculture are:

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture.
2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.
3. To develop an understanding and appreciation of career opportunities in agriculture and of the preparation needed to enter and progress in agricultural occupations.
4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. To aid in developing those abilities in human relations required for success in agricultural occupations.
6. To aid in developing the abilities needed to exercise and follow effective leadership in fulfilling occupational, social and civic responsibilities.

CONTRIBUTORY OBJECTIVE

Objective number 4 as stated in the publication is: To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education. Listed as being foremost among contributory objectives are the abilities to:

1. Utilize the services of appropriate agencies and organizations in locating and securing satisfactory employment.
2. Analyze opportunities for self-employment.
3. Analyze job opportunities and requirements, and assess personal abilities and interests in terms of these requirements.
4. Apply for employment and participate in employment interviews.
5. Plan and pursue a program of continuing education appropriate to the requirements of the vocation.
6. Make satisfactory progress and advancement in an occupation.

DETERMINING LONG-TIME OBJECTIVES FOR THE YOUNG FARMER INSTRUCTIONAL PROGRAM

The success of a young farmer program depends to a large degree upon the use of a well-planned program of instruction developed and conducted in terms of clearly stated objectives. Since the instructional program normally continues from one year to another over a period of perhaps 4 to 10 years or more, long-time objectives should be developed. Objectives should be selected by the group on the basis of their needs and interest. Therefore, the objectives may vary from one group to another. Typical long-time objectives for a young farmer program would be statements such as the following as found in HEW Bulletin No. 262 "Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers."

1. To locate an available farm.
2. To rent or purchase a farm.
3. To develop a farming agreement.
4. To determine the minimum requirements (size of farm, acres of crops and pasture, number of animals, amount of machinery, capital investment, etc.) for success in farming in the community.
5. To determine credit needed and how to obtain adequate financing.
6. To determine the kind and amount of insurance needed in terms of income.
7. To develop a comprehensive farm and home plan:
    a. Planning and following a system of crop rotation
    b. Purchasing, servicing, and operating farm equipment
    c. Computing income taxes
    d. Producing Grade A milk
8. To keep up-to-date with new developments in agriculture and to determine which new practices should be followed.
9. To increase farm income and production per unit:
    a. Improving farming practices
    b. Establishing a farm forestry plot
    c. Improving pastures
10. To keep and analyze farm records.
11. To produce and conserve an adequate supply of food for family use.
12. To participate in community activities for the improvement of agriculture:
    a. Promoting better marketing facilities
    b. Assisting in organizing a Dairy Herd Improvement Association
    c. Taking an active part in established state and local organized farm activities
    d. Learning how to participate in and preside at meetings

I want to emphasize that if the instructional program is to hold the interest of young farmers and be worthwhile, the instructional content: (a) must help young farmers solve their immediate problems and contribute to the long-time objectives, (b) must be designed for action and practical application, and (c) must emphasize farm management and farm efficiency.

OBJECTIVES OF YOUNG FARMERS OF VIRGINIA

Many localities and some states have formed an organization of young farmers which serves as an instrument for holding the group together throughout the year, providing opportunities for leadership training and coordinating the various phases of the young farmer program. In view of this, perhaps it is appropriate that I review briefly the objectives of a typical state organization, the Young Farmers of Virginia.

The Young Farmers of Virginia is an organization of, by and for young farmers and other agricultural workers participating in the programs of organized, systematic instruction in vocational agriculture under the provisions of the National Vocational Education Acts.

A. Primary Objective

The primary objective of this Association is to develop group and individual responsibility of out-of-school young farmers in programs of instruction in vocational agriculture designed to meet their needs in becoming established and progressing in farming or in a related occupation.

B. Contributory Objectives

1. To develop individual and group interests and abilities in financing, planning, operating, and evaluating farming programs of out-of-school farmers who are members of the organization and to promote effective long-time planning.

2. To discover and utilize placement opportunities available on a rental, lease, partnership and purchase basis in assisting young men to become established in farming.

3. To develop the leadership abilities needed to participate in activities requiring an understanding of parliamentary procedures, conduct of meetings, public speaking and other desirable attributes for rural young people, including those of a social and recreational nature.

4. To develop abilities in producing, marketing, and utilizing farm products; concerning water, soil, and other natural resources; financing and managing the business; maintaining and operating farm machinery and equipment; maintaining and improving the farmstead; applying farm work simplification practices; and improving farm family living situations.

5. To develop an understanding of the ways to secure and utilize the services available to members in improving their economic status and social and family relations.

6. To encourage and promote thrift.

7. To encourage cooperative effort in accordance with local situations and needs.

8. To develop character and train for useful citizenship.

9. Plan and render worthwhile community services based on the needs of the community.

10. To keep abreast of public issues affecting agriculture, but to refrain from political activities, resolutions or legislative matters, which do not come within the scope of the purposes of this organization.

If properly planned and coordinated a young farmer organization can help to make the teacher's work more effective, gives the group identity, provides awards and recognition to members for outstanding achievements and serves as a source of much faborable publicity.

SUMMARY

In closing, I want to emphasize that the Young Farmer Program at all levels, can and should be evaluated annually in terms of the objectives. Of course, the objectives should be re-checked at least annually and revised when necessary to conform with the changing needs and interests of the group. This is fundamental and essential if agricultural education programs are to be geared to the needs of the young farmers to be served.

EDUCATIONAL NEEDS OF BEGINNING DAIRY FARM OPERATORS IN NEW YORK

Harold Cushman - Cornell University
New York

Definition

1. Responsible for and takes part in the major developments made in conducting a dairy farm business.
2. Responsible for and/or performs himself the labor necessary to operate the farm.
3. His status is that of owner, partner, or renter of a farm.
4. He has been farming at least one, but not more than seven years (first quarter of United States Census).
5. Not more than 39 years old (first quarter of 1959 census).
6. Spends most of his time in farming.

Sample 10%

During the summer of 1963, we interviewed 223 of these beginning dairy farm operators selected by the Stratified Random Cluster Method from a population of 2,260 identified by agriculture teachers, county agents and key bankers.

CONCLUSIONS

1. Beginning diary farm operators in New York State are a well-educated group.

   12.4 years of formal schooling
   87% graduated from high school
   25% one or more years of college
   75% one or more years of vo-ag
   50% all four years of vo-ag

2. They do not fit the stereotype that the farmer is uneducated.
3. Beginning dairy farmers rank higher, as a group, than the average commercial dairyman in New York as far as size of business, production, and labor efficiency are concerned.

Size of business	Work units farm	523	7th Decile
	ME/farm	1.8	6th Decile
	Cows/farm	433,000	8th Decile
Production	Pounds of milk sold/cows	10,119	8th Decile

Labor Effieicney	Work units/man	291	7th Decile
	Cows/man	24	8th Decile
	Milk sold/man	241,722	9th Decile

Average Labor Income $5,000

4. Many beginning dairy farmers need to improve the size or business, production, and labor efficiency to attain a satisfactory level of living.

Size of business	Mean	S.D.	2/3 Limits
Work units/farm	523	215	308 - 738
Man equivalent/farm	1.8	0.7	1.1 - 2.5
Pounds of milk sold/farm	435,100	282,000	152 - 715,000
Cows/farm	43	224	21 - 65
Production			
Pounds of milk sold/cow	10,119	4,225	5,894 - 14,334
Labor Efficiency			
Work units per man	2.91	103	188 - 394
Cow/man	24	8	16 - 32
Pounds Milk sold/man	241,722	100,000	140,922 - 342,522

5. Beginning dairy farm operators are well read, belong to several farm organizations and seek advice from a variety of sources.

a. Read an average of 6 magazines

b. Farm organizations:

Extensions	86) -	
Farm Co-ops	66) -	Per cent of
Milk Marketing Agency	66) -	223 who are
SCS	52) -	members
Y. F.	36) -	

Per cent using one or more --	Feed dealers	76	Seed dealers	60
	Extension	70	SCS	50
	Fertilizer dealers	64	Banks	50
			Ag Teacher	39

6. Beginning farm operators prefer learning activities involving a higher degree of learning participations.

From a list of 15 learning activities, they showed highest preference for:

Tours
Demonstrations
Small Group Instruction
Individual On-Farm Instruction
Problem solving

7. Almost all beginning dairy farm operators in New York have either entered directly from school or directly from wages.

   a. Of the 223 beginning dairy farm operators in our sample, 56% were owners; 41% partners; 3% tenants
   b. 85% entered present status directly from school or wages.

Table 21* Establishment patterns used by 223 beginning dairy farm operators in attaining present status

Pattern	Present status						Total	
	Owners		Partners		Tenants			
	No.	%	No.	%	No.	%	No.	%
From agricultural wages to present status	48	22	36	16	3	1	87	39
Directly to present status.	23	10	43	19	0	0	66	29
From both agricultural and nonagricultural wages to present status	19	8	8	4	0	0	27	12
From nonagricultural wages to present status	6	3	5	2	0	0	11	5
From partner to owner	8	4	NA	NA	NA	NA	8	4
From tenant to owner	3	1	NA	NA	NA	NA	3	1
From agricultural and nonagricultural wages to partner to owner	9	4	NA	NA	NA	NA	9	4
From agricultural wages to tenant to owner	4	2	NA	NA	NA	NA	4	2
Miscellaneous	5	2	0	0	3	1	8	4
Totals	125	56	92	41	6	3	223	100

*Bulletin 1008, Cornell University Agricultural Experiment Station.

   c. Have spent nearly their entire work life in farming.

8. Beginning farm operators have many problems which they would like assistance in solving.

   a. The interviewing procedures used in the study proved effective in problem identification:

      Walk over the farm
      Farm Business Analysis
      Practices
      Plans for improving business
      Summary of problems

   b. There is a tremendous need for educational programs in agriculture.

9. Farm Business Management is the most important area of educational need of beginning dairy farm operators.

Keeping accounts	Increasing efficiency
Analyzing accounts	Keeping costs down
Reporting Income Tax	Planning credit needs
Marketing farm profits	Using legal agreements

10. Dairy husbandry, crop production, and farm mechanics are secondary.

11. Although many needs are held in common, there is still a wide variation in the specific needs of individual farmers.

IMPLICATIONS FOR YOUNG FARMER PROGRAM

1. The main goal of the instructional program must be to raise achievement and prepare them for competitive economic demands of the future.

2. The main methodology of the Young Farmer Program must be that of systematic instruction.

Systematic Instruction is a process whereby the young farmer with the guidance and help of the vocational agriculture teacher . . .

1. Identifies the problems confronting him in his individual farming situation.

2. Considers alternatives and plans situations to these problems as a result of individual and group instruction.

3. Puts in the solution decided on to work in his farming situation.

Some characteristics of systematic instruction are:

1. Farm business management must constitute the core of the instructional program.

2. If we are smart, we find ways to coordinate our efforts with other agencies -- feed, seed, and fertilizer dealers, SCS and extension.

3. The level of instruction in the YFP should reflect the educational achievement and intellectual ability.

4. Learning activities involving a high degree of learner participation should be utilized to a greater extent.

5. Local young farmer associations should be geared to meet the needs of mature young adults:

   Average age 26 23 21-31
   80% married
   Average of 2 children

6. In identifying future beginning farm operators, high priority should be placed on young men working on farms.

THE IMPORTANCE OF YOUNG FARMER EDUCATION

E. L. Tiner
Texas Education Agency
Texas

To the Young Farmer
To the Vocational Agriculture Program
To the Community

TO THE YOUNG FARMER

A study of the situation of the more or less typical young farmer makes the importance of Young Farmer Education to him rather obvious. Here is the general situation in which he finds himself:

- Is married and has children - real family responsibility.
- Is farming on sizable scale - some land owned, additional land leased.
- Is rather heavily in debt - for machinery and equipment, for land; for housing and appliances, etc.
- He feels a real need to increase the scope of his farming operation.
- Has a real need for extensive credit.
- Has day to day decisions and alternatives to choose, any one of which may make or break him.
- In making decisions he feels a real need for greater knowledge - for new training; for refresher training.
- His greatest need is for keeping abreast of technological advancements in agriculture which may affect his operation.
- He has been prominent in school activities in previous years and is left with void in life: He is too young to take a full fledged role in adult farm organizations.
- Country life may be dull, especially for his wife.
- He has a keen need for greater knowledge and skill in many fields as in production, management, marketing, and farm mechanics.

The foregoing indicates that he needs help as he has never needed it before. A good live-wire Young Farmer Chapter under sponsorship of the local Vo-Ag teacher can fulfill virtually all his needs where the Young Farmer Program involves Education, Cooperation and Community Service, Rural Leadership Development, and Recreation.

TO THE VOCATIONAL AGRICULTURE PROGRAM

Active Young Farmer Chapters generally go all out to help with the day program. Some common ways they help are listed below:

- Building central feeding pens and show barns for the FFA.
- Sponsor local livestock shows, serve as officials, raise necessary funds.
- Assist in getting projects to area and major shows.
- Sponsor scholarships for outstanding FFA members.
- Place farms at disposal of Vo-Ag teacher for field trips.
- Take lead in drives benefiting agriculture.
- Serve on Board of Education and back the day program.
- Bring a great deal of new support from agri-business firms.

TO THE COMMUNITY

Often many important educational, civic and community service projects hinge around the local Young Farmer Program. Below are specific activities which have been carried out by progressive chapters:

Projects of the Fluvanna Chapter, Scurry County, Texas

1. Constructed and managed community barbershop.
2. Sponsored extensive community improvement programs.
3. Sponsored annual rabbit drive to control pests.
4. Sponsored extensive community range improvement work.
5. Completely sponsor and conduct local project show.
6. Collectively provide aid to ill or disabled farmers.
7. Sponsor all community fund raising projects.

Other common projects of chapters include the following:

1. Construct tennis courts for community use.
2. Construct football bleachers for local high school.
3. Conduct drive leading to securing country-wide show facilities.
4. Sponsor American Heritage Day at local school.
5. Conduct fund raising activities and use money to improve community parks, to provide scholarships, etc.
6. Hold educational programs open to the public leading to the kick-off of such projects as Brucellosis Testing, Screw-Worm Eradication.
7. They have school age children and support vigorously school improvement programs.
8. By their civic and recreational programs, they liven up the communities -- make them dynamic and colorful.

The greatest benefit to the community, however, is economic. The young farmers lead the way in introduction of new techniques, introduction of new crops of high potential, and in the intensification of agriculture in the community.

All of their activities lead to the strengthening of the economy in their respective communities and make the community a more desirable place to live.

ADMINISTERING YOUNG FARMER PROGRAMS

Carl S. Thomas
Program Specialist
West Virginia

I would like to take this opportunity to explain to you how the Young Farmer Program and Special Adult classes are administered in West Virginia.

I have given quite a bit of thought as to how to separate administration from promoting and financing these programs and will try to refrain from mentioning anything that will infringe on the subjects that will be discussed later.

The entire supervisory staff does some promoting and encouraging Vocational Agriculture teachers to conduct Young Farmer Programs.

The following procedure is followed in conducting a Program:

Form Va-8 is submitted - This is an application for approval form (one is attached)

Form Va-21 is sent to the teacher and other persons giving approval for the course (one is attached)

At the conclusion of the program, Form Va-9 is submitted - this is the final report (one is attached)

Form Va-22 - gives authorization for payment (one is attached)

Old Form YF-1 (also attached) includes a statement of policies for Young Farmer classes in West Virginia

APPLICATION FOR APPROVAL

(Memorandum of Understanding)

ADULT VOCATIONAL PROGRAM

Instructions for Compiling Application

County/Institution - The county or institution to which reimbursement for the program is to be made.

School and Location - Name and address of the school where course is to be operated.

Title of Course and D.O.T. - Specific course title and D.O.T. number of occupation for which course is designed.

Length of Course - Record total number of meetings and total hours of course.

Meeting Schedule - Record day or days of week and time of day class will meet.

Beginning and Closing Dates - Give beginning date and contemplated closing date.

State whether or not a detailed course outline is available and where.

Name and address of person who is to teach course. If teacher is not already licensed, request for adult permit should accompany the application for course approval.

Budget

a. Record number hours, rate per hour and total instructors salary for class or group instruction.

b. Record number hours, rate per hour and total instructors salary for individual instruction. Only a few courses will have individual instruction. Examples are young and adult farmer programs.

c. Instructors travel, if any, is to be budgeted at the rate of 8¢ per mile.

d. Funds for instructional supplies needed to conduct course are to be shown as a budget item.

e. Itemize and total expenditures to be made for instructional aids other than supplies.

f. Compute the total costs included in the proposed budget.

g. Any and all fees to be collected from the trainees are to be totaled and recorded in the budget.

Application must be signed by the Vo-Ag Teacher, County Coordinator, County Supervisor, or County Director of Vocational Education and the County Superintendent or Institutional Head.

Course outline for Group Instruction - The main topics or areas of the course should be listed and the hours planned for each.

Send two copies to Supervisor of District - retain number of copies needed locally.

STATEMENT OF POLICIES

In organizing and conducting the Young Farmer Program, the following policies will be observed:

1. The Young Farmer Program will be conducted for those individuals who meet the following qualifications:

    a. Not under the compulsory school attendance law and not enrolled in public schools.
    b. Engaged in farming on a full or part-time basis.

2. A minimum of eighteen (18) meetings will be held each fiscal year, with a maximum of sixty (60) days between meetings. At least twelve (12) of the meetings will pertain to problems of farm management, marketing, or production of farm products. The remaining meetings may include farm mechanics, social, recreational, and leadership activities for class members.

3. Each meeting devoted to Farm Mechanics will be of at least 180 minutes duration and all other meetings will be of at least 90 minutes duration.

4. The minimum enrollment per teacher will be six (6) qualified individuals. The maximum enrollment per teacher should be twenty (20) individuals. (A person will be considered enrolled who attends at least one-half the meetings held.)

5. The teacher will provide on-farm instruction by making a minimum of six (6) visits to the farm (at least one every 3 months) of each of the individuals enrolled. These visits will be for the purpose of providing individual instruction and to give assistance toward establishment in farming.

6. The course outline for group instruction will be based on the problems common to the members of the class.

7. The organization of a Young Farmer Association is optional but highly desirable.

8. The teacher will make the required reports at the specified time to the Vo-Ag Supervisor of his district. These reports are (1) YF-1, Application for Approval; (2) YF-2, Course Outline and Class Enrollment; (3) YF-3, Class Attendance and Visitation Record and Summary of Accomplishments.

of course

CLASS ATTENDANCE AND INDIVIDUAL INSTRUCTION RECORD

School ______________________ Teacher ____________________ Title of Course _____________________ D.O.T. _____

Date program began ___________________________ Date program ended ___________________________

Check attendance at each meeting with X for those present.	Number of Meeting	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	TOTAL	INDIVIDUAL INSTRUCTION RECORD												
	Month																										Enter dates in the proper months.												
Name of Student	Date																										July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
1.																																							
2.																																							
3.																																							
4.																																							
5.																																							
6.																																							
7.																																							
8.																																							
9.																																							
10.																																							
11.																																							
12.																																							
Length of class session in hours																																							

FORM VA-8

Due prior to beginning
of course

W. Va. Department of Education
Charleston, W. Va. 25305

APPLICATION FOR APPROVAL
(Memorandum of Understanding)
ADULT VOCATIONAL PROGRAM

County/Institution

School Location

Title of Course D. O. T.

Number to be enrolled Number of meetings Total hours

Meeting Schedule: Day of week and time of day

Date course will begin Closing date

Is a detailed course outline available? Where?

*Name of Teacher(s)

Teacher's address

Name of local supervisor (if any)

Budget			Total
a. Instructors salary - group instruction	hours	rate per hr.	
b. Instructors travel:	miles		
c. Instructional supplies (itemize on separate sheet and attach)			
d. Other instructional costs (itemize)			
e. Total cost of course			
f. Estimated fees to be collected			
g.			

Signed
Teacher, Coordinator
Supervisor or Director

Signed
County Superintendent
Head of Institution

FOR STATE USE ONLY

Amount of reimbursement approved

Code P2 P3 P4 GB SH State

Recommended:
Supervisor of Service

Approved:
State Director

*Submit request for adult permit if not already licensed.
Submit three (3) copies for approval - one will be returned to County Superintendent, one to Vo-Ag teacher and one kept in State Office.

Form VA-22

WEST VIRGINIA STATE BOARD OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Capitol Building
Charleston, West Virginia
25305

Dear Sir:

This is to advise you that the final report of the adult program in Vocational Agriculture at ______________________________ High School has been received and reimbursement as previously budgeted will be made as follows:

Name of class ______________________________

Please pay this amount immediately and add it to your request for Vocational Reimbursement on forms provided to you by the Director of Vocational Education.

Sincerely yours,

W. H. Wayman, State Supervisor
Vocational Agriculture Service

WHW:rf

cc: Vo-Ag Teacher
High School Principal
District Supervisor

Form VA-21

WEST VIRGINIA
STATE BOARD OF VOCATIONAL EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Capitol Building
Charleston, West Virginia
25305

Dear Sir:

Your applications for Young Farmer and/or Adult Farmer Classes in Vocational Agriculture, to be conducted at ______________________________ High School, have been approved with the following budget:

TYPE OF CLASS	TEACHER	MEETING PLACE	STARTING DATE	MAXIMUM AMOUNT OF REIMBURSEMENT APPROVED

REMARKS: ____

____

On receipt of final reports, authorization will be given to pay salaries for instruction and supervision in accordance with policy. Reimbursement will be made to your Board of Education on receipt of claim for such reimbursement.

Sincerely yours,

W. H. Wayman
State Supervisor
Vocational Agriculture Service

WHW:jb

cc: High School Principal
Vo-Ag Teacher
District Supervisor

PROMOTING YOUNG AND ADULT FARMER PROGRAMS

C. W. Dalbey
Chief, Agricultural Education
Iowa

I. Importance

  A. Financial

  B. Leadership

II. The Instructor is the Key

  A. Knowledgeable and interested in farm people and their problems

    1. Properly motivated through teacher education
      a. Financial
      b. What's happening in communities - trends
      b. Ability to survey

  B. Communicates well and recognized as an agricultural leader

  C. Must have received inspiration and a philosophy of importance through teacher education

  D. He must believe in the program

  E. Must be creative

  F. Willing to work

III. Work Through Advisory Councils

  A. Select a few key leaders - assistance

  B. Use of Key Leaders

    1. Enrollment
    2. Attendance
    3. Meeting notification
    4. Transportation
    5. Tours, etc.

  C. Include wives in planning recreation and social activities

IV. Mobile Group with Young Ideas

  A. Moderate recreational activities

  B. Young farmer programs rather than class (year round)

  C. Use normal news media - they like publicity

V. Teaching Techniques

  A. Problem and discussion method

  B. Panels and symposiums

  C. Visual aids

  D. Agricultural mechanics work

  E. Field trips and demonstrations

VI. Follow-up

  A. Visits to farm operations

  B. Records

RESPONSIBILITY FOR DEVELOPING YOUNG FARMER PROGRAMS

Financing Young Farmer Programs in Ohio

R. L. Hummel

I will start this presentation with a few facts concerning the overall program of Vocational Agriculture in Ohio ---

Our Goal -- Each department develop an effective Young and Adult Farmer Program.

300 Departments -- 380 Teachers

1966 -- 74% of Departments conducted a program

Young Farmers -- 18-35 years of age

3392 Enrolled -- 66 teachers with young farmer courses conducted 1133 sessions

54 Chartered Chapters on a local level

840 Dues paid to state association

Who the Young Farmers Are -- based on survey at 1967 Convention

1. 80% are married.
2. Married couples have an average of 2.35 children per couple.
3. 25% of the Young Farmers have attended college.
4. 32% of the homemakers have attended college.
5. The average Young Farmer:
    a. Farms 403 acres
    b. Raises 202 acres of corn
    c. Raises 117 acres of small grain
    d. Raises 65 acres of hay or pasture
    e. Owns 3.27 tractors
6. The young poultry farmers have 2225 layers.
7. The young dairy farmers own 57 head.
8. The young beef farmers feed 80 head.

9. The young sheep farmers market 240 head.

10. The young swine farmers market 420 head.

11. Is 28.2 years of age.

So much for the factual information. I have been asked to discuss with you, "Financing the Young Farmer Program."

I. Financing the Staff on the State Department Level --

Use vocational funds for:

State Printing -- Programs, brochures, etc.

Secretarial assistance

Correspondence -- Blanket mailings to YFA membership (Stamps, paper, envelopes)

Telephone

Office space

Staff, Salaries, Expenses

II. Local Programs

Teachers salary to conduct local programs.

1. Reimburse $2.50 per hour of non-matching funds for
    a. classroom instruction
    b. on-farm instruction

2. Each class session -- minimum of two (2) hours.

3. On farm -- no more than three (3) hours of on-farm instruction to each hour of classroom. Maximum of 175 hours -- beyond contractual day (time school is dismissed)

4. The teacher submits a budget request to state office by November 1st -- a final report by July 1st -- Returned affidavit by August 1st then the school is reimbursed.

5. Encourage the local boards to match the above reimbursement or some teachers charge a registration fee paid by the Young Farmers.

6. Amount of registration fee -- $10 - $30.

III. Financing the State YFA Association

First of all, the Ohio Association is Incorporated and a staff member has been designated as the Executive Treasurer and a separate checking account maintained.

What does the association spend money for?

1. Pay Young Farmer and Homemaker Council expenses (Travel, Lodging -- $.08 per mile) ($1,850).
2. To support a two-day annual conference or convention-- $3,775.00.
3. Awards Program - $800.00.
4. Official Programs - $200.00.
5. Dues to other organizations -- State Agricultural Council.
6. Public Relations -- dinners, paid advertising - $275.00.
7. Camp Expense -- $2,200.00.
8. Insurance -- $75.00.
9. President Seminar - Luncheons -- $275.00.
10. Magazine -- $1,600.00.

What are the sources of the funds used by the organization?

1. Dues from members -- $1,700.00 ($2.00 per member).
2. Contributing Memberships -- $3,200.00.
3. Award Donors -- $1,050.00.
4. Convention Reservations -- $2,400.00.
5. Camp Reservations -- $2,200.00.
6. Check stuffers -- $50.00.
7. Magazine advertisers -- $1,200.00.

I should also point out that the association has no direct award presentations. The state association selects all winners, purchases awards and makes the award presentations. All funds are handled through the checking account.

The future of our organization is bright! Young Farmers include, "Some of the finest minds and the caliber of leadership demonstrated really stands out. This has been demonstrated at camp, convention, committee meetings and other functions. We have in the realm of our Young Farmers the unique quality that many other organizations would like to secure: our dynamic youth, enthusiasm, leadership ability and zeal. We have a big appetite for wisdom and knowledge that can be provided through a good young farmer program."

Further emphasis concerning the bright future for young farmer instructional programs in Ohio is emphasized by excerpts from a speech delivered before a university group by William Jennings, past president of the Ohio Association. He points out some of the challenges facing the modern young farmer businessman.

"Let us work to change the image others have of the farmer, by first changing the image we have of ourselves.

"We are no longer the common ordinary farmer with a few cows, some chickens, and a few acres of corn -- we are businessmen in blue denim suits, using more products from the industries of our country than any other enterprise and converting them into food and fiber, making our nation the best dressed, best fed nation in the world.

"Through this educational organization, we can promote a better understanding with our urban friends, a more profitable business for our family and a greater faith in the Creator of this miracle of life."

PROVIDING PERSONNEL

Glenn W. Nicklas, Consultant
Lincoln, Nebraska

First I would like to express my appreciation for having this opportunity of being included as a member of this Seminar. We are dealing with problems that as educators are of vital interest to all of us.

The Young Farmers are men of action, and we are willing to accept new ideas and put them into practice if the ideas are feasible and available. As we look back it wasn't too long ago that one farmer was producing food for himself and 19 others. It then jumped to 26, and now the ratio would be near 36 or 37. This pretty well points out the need for education, for I heard it said not too long ago this number would reach 100.

In the state of Nebraska we have a Director of Vocational Agriculture and three consultants that are responsible for all phases of Vocational Agriculture in 113 schools. This number is three less than last year and is due to a shortage of teachers. We can see in the future there will be more multi-teacher departments servicing about the same number of schools, but with the potential of having many more Young Farmers and Day Students. Consolidation is a problem in Nebraska, but with State-Aid coming into the picture, on this our 100th birthday, we hope the situation will improve.

The Director is responsible for the Young Farmer and other programs. He has helped develop the guidelines to follow, provides direction, approves of the classes, and assures the school reimbursement after required standards have been met. The consultants are each assigned an area where they deal with a group of schools and work with the Young Farmer Educational Program along with the Day School and Adult Program. As the areas are equally divided, a sense of competition develops to see which one is getting the larger percent of its school taking a part in programs. At the end of the year, a summary is made to help them see what their accomplishments have been and to determine why an area is active in Young Farmer Education. This, we hope, will point up the things that can be done to help promote more participation over the entire state.

In our state the vocational agriculture teacher is paid in addition to his salary for teaching Adult and Young Farmer classes. This is in the amount of $15.00 for each meeting, provided the class qualifies for reimbursement. It is the responsibility of the State Staff Personnel to promote Young Farmer Education through the local Vocational Agriculture Departments. Help is given vocational agriculture teachers by the consultant of the area. This provides the opportunity to get better acquainted with the teacher and the school situation.

As reports come in each consultant reviews the reports from his area to determine what has been done, and if problems arise relating to a report, this is taken care of by him.

One of the consultants is in charge of the Young Farmer and Adult Farmer Educational Programs. I am the one who has received this assignment, and along with it are responsibilities that cover all of the Young Farmer Programs in all areas.

In our Young Farmer Programs, of which 45 were conducted this past year, 26 departments have become members of the Nebraska Young Farmer Educational Association. The NYFEA has two activities during the year: (1) Nebraska Young Farmer Educational Association Conference which is held in January and, (2) The Young Farmer Tour that is to be held, this year, on August 19. It is my responsibility to work with the state officers to make arranagements for the State YFEA Conference and with the local officers and members of the Chapter that is sponsoring the state tour. These have proven to be very interesting and rewarding, as they both are conducted to provide information and ideas and to see new things that are being done in agriculture.

Another area in our state where education for young farmers is being promoted is through the Farm and Rachers' short course. This is under the direction of Mr. Robert Mason, who is also here at the Seminar. This course is given on the East Campus of the University of Nebraska at the Nebraska Center for Continuing Education. Here young men are brought in who may take a two-month short course, or if they desire, may attend two sessions, each for two months. One of the sessions starts in December, the other near the first of February. This past year the enrollment doubled over what it was a year ago. We feel this program has fine possibilities. It is increasing in enrollment although the world situation has created a need for men of this age and many that would be eligible are being drafted. Under Mr. Mason's direction he has met the wishes of the students and has worked through the departments of the Agriculture College to provide them with the kind of information that will be applicable on their farms. To make this educational experience more meaningful, a farm visit is made to each of the farms. This has a two-fold purpose: (1) It provides an excellent means whereby new students may be contacted to promote the continuation of the program and, (2) It provides educational assistance to those who were enrolled in the course.

This program does not in any way de-emphasize the Young Farmer Program in local schools. There are two reasons for this:

1. A large per cent of the students come from an area where they do not have a Vocational Agriculture Program.

2. Many of those that attend the short course are leaders in the Young Farmer Educational Programs in their local communities.

In the providing of personnel on the state staff to promote Young Farmer Education there are some qualifications that are well worth considering or in some instances may be essential. They are:

1. Meet the qualifications required by the state. (In our state an M.S. degree is required.)

2. Have had experience in teaching vocational agriculture.

   a. This gives an overall picture of what the area includes and those on state staffs will be working with more than Young Farmer Education.
   b. Taught for five or more years.

3. Have conducted a Young Farmer Program. This will help to:

   a. Help others organize
   b. Give direction to possible problems (setting up mechanics)
   c. Understand teaching of young farmers
   d. Be interested in public relations
   e. Be enthusiastic
   f. Possess qualifications of a leader

A future look at objectives:

1. Employment of staff members to work with instructors that are dealing with young farmers engaged in farming.

2. Provide uniform guidance to post vocational technical schools that are offering education to young men training in the various areas of agriculture above the high school level.

To conclude:

YOUNG FARMER EDUCATION is of great importance and will require all our support to do the job that we have before us.

RECRUITING SPECIAL TEACHERS FOR YOUNG FARMER PROGRAMS

Dr. Charles I. Jones
North Carolina State University
Raleigh, North Carolina

The history of using special, non-professional instructors in adult and young farmer programs extends back in my own memory to World War II; the war training programs. Next came the Veteran Farmer Training Programs where we hired specialists (some farmers) for several areas of vocational agriculture. In my own program as vocational agriculture teacher I had at one time a graduate in Agricultural Economics, two farmers, a former vocational agriculture teacher, and a shop instructor working with me.

As the Veteran Farmer Training Program passed into history there was a lull in the use of special teachers. Part of this may hve been due to a rapid increase in the number of professional vocational agriculture teachers, using up much of the funds that were available to hire special teachers. Undoubtedly, there were many other factors.

Perhaps the lull can best be described as a re-adjustment of programs, but whatever it was, the literature indicates that the interest in special teachers began a revival in 1957. L. P. Jacks, Vocational Agriculture teacher at Leland, Mississippi, stated in the Agricultural Education Magazine that his programs in machinery maintenance required a special instructor.[1] The particular person chosen was selected because of his training and experience.

Continuing interest in the problems of specialized programs in young and adult farmer education, Zino Bailey wrote an article entitled, "A Gold Mine of Teaching Resources."[2] In this article he pointed out that in today's agriculture one finds that much of the assistance needed by the present day farmer requires the service of highly trained specialists. The teacher of vocational agriculture is not today, nor can ever hope to become tomorrow, a specialist in all phases of agriculture. The effective teacher recognizes the invaluable contribution that carefully selected personnel can make to his program of instruction.

Interest in the use of specialized teachers continued to grow and in 1963 Bob Craig, who was on the Teacher Education staff at Texas A & M with Knebel and Webb, reported on the use of special teachers in the young and adult farmer program charting its growth from 1959.[3] He stated that Texas was providing teachers with specialists whose assignments were made by an area supervisor. Specialists were assigned for a period of one month, each year to a district. It was the duty of the vocational agriculture teacher to organize the group of farmers, collect fees, and keep records. Courses were 12 to 20 hours of instruction and the specialists were expected to teach three short courses each month.

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[1] L. P. Jacks, "Who Should Teach Farm Machinery Maintenance?" Agricultural Education Magazine, January, 1957. pp. 155-157.

[2] Zino Bailey, "A Gold Mine of Teaching Resources", Agricultural Education Magazine, March, 1960. pp. 241-242.

[3] Bob Craig, "Vo-Ag Specialists Spark Texas Adult Programs," Agricultural Education Magazine, November, 1963, p. 112.

Three issues later, in the Agricultural Education Magazine, E. L. Tiner, Young and Adult Farmer Consultant, Texas Education Agency, described the Texas "Directory of Resource Personnal Available for Young and Adult Farmer Education." The vocational agriculture teacher may be called on to provide one or more classes in a series, but should rely heavily upon resource personnel for materials. He stated that finding specialists in a particular problem area is easy. Names and addresses of resource personnel, their respective specialities, area served, etc., are cataloged for easy reference under appropriate farm problem headings in the directory.[1]

In the succeeding issue of our professional magazine, Allen Bjergo at New Mexico State University suggested that there will be greater pressure for teachers of agriculture to serve as coordinators for adult short courses and courses offered by specialists.[2]

In the state of Virginia, Pringle Myers, Coordinator of Vocational Agriculture at Chatham, Virginia has quoted J. Powers Pullen, a 40-year teaching veteran of Dry Fork, Virginia, as saying that available specialists should be used as resource people, but the teacher of agriculture should accept the responsibility for instruction, including the follow-up.[3]

Also in the state of Virginia, in 1966, Overton Johnson, Teacher Education, Virginia State College, in discussing a graduate extension course in "Small Internal Combustion Engines", states that the associate teacher, Mr. W. A. Lofts, a well qualified mechanic, was employed to teach repairing and maintaining small engines in the area.[4]

From this review of reports on Young and Adult Farmer Education, at least three patterns of providing instructors are described. (1) Specialists on the vocational agriculture teacher training or supervisory staff, (2) Special teachers, such as mechanics, welders, etc. hired on the local level as needed, (3) Taught by the vocational agriculture teacher. A variation of the second pattern was in use from 1961-1964 in North Carolina when special teachers were provided by the technical education and community college system on the request of the local teacher of agriculture.

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[1] E. L. Tiner, "Using a State Directory of Resource Personnel for Adult and Young Farmer Education", Agricultural Education Magazine, January, 1964, p. 136.

[2] Allen Bjergo, "Conference Reports of the Future of Young Farmer and Adult Farmer", Agricultural Education Magazine, February, 1964, p. 184.

[3] Pringle Myers, "For Teachers of Young Farmers", Agricultural Education Magazine, November, 1964, p. 111.

[4] Overton Johnson, "Team Teaching in Vocational Education", Agricultural Education Magazine, File, 1966, p. 186.

For our discussion today, I would like to focus on problems of recruiting in terms of what we hope to accomplish in organizing young farmer programs. Our studies show, as you will be shown, that the characteristics of the special instructor will affect the level of accomplishment achieved toward the goals selected for your young farmer programs.[1] In the broad sense, for the group we are concerned with, the motivation or goal directed behavior described by Sherif, the incentives for learning as described by Lorge, the changes in feelings identified by Havighurst and Orr, the underlying attitudes listed by Love, and the general life attitudes related by Deane, suggest that in adult education the student teacher relationship may emerge from a context considerably different from that found in elementary, secondary, and formal institutional settings. This difference demands an involvement of the student in setting the objectives for programs and describes the behavioral characteristics incumbent upon the instructor to accomplish appropriate goals.[2]

This is simply a way of saying that the goals or objectives for specific courses for young farmers should be selected before the instructor is hired, and that a major concern in the selection of this teacher should be to that of matching teacher characteristics to the selected objectives. This is presented to you in order to give a background for raising the question of whether your objectives are established in terms of student verbal gain, student manual gain, student satisfaction or persistence or a combination of these. It is not as simple as it sounds, for the underlying student objectives may override what you generally think of as the objective of a vocational education program for adults.

Now, let us take a look at the study given to you at the beginning of this session; and using this as a point of focus raise the question of "What does this research say in terms of our approach to the teacher recruitment of special, non-professional teachers for short-term, adult vocational courses?"

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[1] Charles I. Jones, "Selecting Teachers for Short-term Adult Vocational Courses," (Abridged Edition), Agricultural Education Department, School of Education, North Carolina State University, Raleigh, North Carolina. August, 1967.

[2] Muzafre Sherif, An Outline of Social Psychology, (New York: Harpers, (1948), p. 10; Edmund DeS. Brunner, et al. An Overview of Adult Education Research, (Chicago: Adult Education Association of the USA, 1959), p. 32; Robert Havighurst and Betty Orr, Adult Education and Adult Needs, (Chicago: Center for the Study of Liberal Education for Adults, 1956), pp. Robert Love, "The Use of Motivational Research to Determine Interests in Adult College-Level Training," Educational Record. Vol. 34, (1953), pp. 210-218; Stephen R. Dean, "Who Seeks Adult Education and Why?" Adult Education (1950), pp. 18-25.

PRE-SERVICE EDUCATION FOR YOUNG FARMER TEACHING PERSONNEL

C. E. Bundy, Professor
Agricultural Education
Iowa State University

Five years ago, in 1962, we had approximately 79,000 young farmers, 260,000 adult farm operators and 470,000 high school students enrolled in vocational agriculture. At that time, only 17 of the 43 teacher training institutions surveyed required their trainees to enroll in a special methods course dealing with young and adult farmer programs.

Currently the exact number of young farmers enrolled is not available since in our reporting we include both young and adult farmer enrollment as supplementary. We had in 1955 in the nation approximately 516,000 secondary students enrolled and 354,000 young and adult farmers. We are not progressing very rapidly in providing the educational needs of young and adult farmers. Nationally only approximately one-fourth of the post-high school enrollments in vocational agriculture were young farmers. These data have not been changed since 1962. Those of us in teacher education must assume considerable of the responsibility for any improvement in these programs which will be brought about in the future.

Only a very small percentage of the farm operators and hired farm workers in individual states are currently enrolled in either young or adult farmer classes. In 1965, with the exception of a few southern states, there were fewer than 5% of these persons enrolled. Of the various age groups reached in vocational agriculture programs, the young farmer group is most in need of instruction. They are present in smaller numbers than either high school students or adult farmers. As a result, it has been easier for teachers of vocational agriculture to develop programs for the other two groups. It appears that we have not been investing our money and our personnel in the program that will bring the most immediate results and will provide instruction to the individuals most in need of educational assistance.

Teacher educators must assume much of the responsibility for bringing about improvement. According to sociologists, young farmers are more likely to be innovators than any other age group being reached in vocational agriculture. Those of us in teacher education must become innovators in developing our pre-service programs. There are at least 10 methods of improving our pre-service programs related to instruction in conducting programs for young farmers. Many of these methods can come about only as innovations. As teacher educators we must introduce new ideas to bring about the changes necessary in meeting the needs of our trainees as they prepare for teaching vocational agriculture directing programs for young farmers.

1. We must develop a philosophy and attitude on the part of our trainees concerning the place of young farmer programs in vocational agriculture which will result in them not only desiring an opportunity take over the leadership of the young farmer class, but also confidence that they can be efficient as a teacher of such a group. Many teacher educators have not themselves had the satisfaction of organizing and teaching a series of young farmer classes. It is difficult for them to motivate students to have the desire to obtain these satisfactions. We may need to retool teacher educators in order that they can bring about this change in philosophy and attitude on the part of our trainees while they are undergraduates in our institutions. Teacher educators who feel they may like the necessary experience can certainly bring in successful teachers from their respective states who can assist with this job. Many of our trainees do not leave the pre-service program with the idea that they have the ability or desire to teach young farmer classes. This situation must be remedied.

2. Instruction must be provided in the methodology of teaching young farmer classes. This may be done by providing a unit in a broad course dealing with methods of teaching vocational agriculture or can be provided effectively in a specialized course dealing with methods of teaching young farmers and adults. When the latter method is followed, we must be certain that at least equal emphasis is given to the young farmer and adult farmer phases of the program.

3. Undergraduate trainees must be provided opportunity to observe successful young farmer programs. These opportunities should be provided fairly early in the pre-service program. Some contact during the sophomore year and a second contact during the junior or senior year appears logical. An enthusiastic vocational agriculture instructor with an enthusiastic class can do much to develop in the trainee a desire to develop a young farmer program.

4. We should provide the trainee an opportunity in the pre-service program to use census data and other survey approaches to determine the number of potential young farmers in their home communities, the student teaching centers and in the state. We should be concerned not only with the young farmer operators but also with the number of hired farm workers. The number of the latter has been increasing in many states as farm size has increased. We have in Iowa an average of about 215 farm operators and hired workers per county who are from 20 to 30 years of age. We have another group of individuals who are just out of high school. Many trainees and vocational agriculture instructors are unaware of the comparatively large number of persons in their communities who are of the young farmer age.

5. We need to provide the trainees with an opportunity to gain experience in planning and conducting programs for young farmers. In many cases, this means the lengthening of the student teaching period. It may mean the assignment of student teachers to more than one center. They may need to be assigned to certain centers for experience in working with young farmers. It may also mean that the time of the year during which student teaching experience will be provided will be varied in order to be in the community when young farmer classes are being provided. It may also mean that the instructors in student teaching centers will need to develop programs for young farmers which are somewhat continuous throughout the entire year.

6. The trainees will not have an opportunity to participate in young farmer programs unless the student teaching centers are selected on the basis of providing this experience. We need to give thought to the availability of young farmer class experience and the enthusiastic support of the local vocational agriculture instructor. We have a six weeks student teaching period in our state and the trainees live in the community during the entire time. They will teach from one to three day classes during a four or five week period for a total of forty to sixty clock hours. Rarely does a trainee have an opportunity to teach more than three young farmer class sessions totaling about six hours. Many trainees do not have this opportunity. It may be appropriate to provide workshops and conferences, for our supervising teachers have had special methods in working with young farmer classes.

7. Farming in each of our states has become more technical, demanding more know-how, is larger in volume in use of capital and more complex in regard to efficiency of operation. As a result we need to develop in our trainees the appreciation and understandings of the necessity for effective use of farm records and careful analyses in planning efficient farm businesses. Students should become familiar with the use of computers in programming efficient business enterprises. We may need to beef up greatly our undergraduate courses in agricultural economics and in farm management. Many of our beginning teachers have undoubtedly avoided teaching young farmer classes because they thought they were not sufficiently qualified to give these men the assistance that they justly deserve.

8. There should be opportunity in the undergraduate program for trainees to develop those abilities of leadership necessary to organize and serve as advisor to a local young farmer organization, whether this organization be a part of the state association or merely a tool for developing a strong program in the local community. Those states that have developed state associations of young farmers have made greater progress in their attempt to provide instructional programs for farm operators and hired workers of young farmer age than have states where young farmer organizations have not been organized. The programs in Texas, California, Ohio and Nebraska are worthy of special consideration. This project might be an excellent project for the campus chapter of Collegiate FFA, Alpha Tau Alpha or the Agricultural Education Club to assume. Such an organization with the aid of an advisory group could materially provide assistance to the instructor in developing a community program of young farmer instruction.

9. Our prospective instructors of young farmer classes need to understand the present status and the trend in young farmer education. They need to be able to analyze the apecialized instructional needs of young farmers. They need to be more familiar with the extent existing educational agencies are meeting the need of farm workers of this age group.

10. They need to be more familiar with the policies in the individual state and in the local community for the administration, supervision and finance of such classes. They need to be familiar with the problems in scheduling instructor time in order to effectively conduct young farmer programs. They need to understand and be able to use effectively advisory committees in surveying and making contact with prospective enrollees. They also need to be familiar with the most effective procedures in planning the instructional program and course content.

While the instructional methods in young farmer programs may be somewhat similar to those used with both day and adult classes, there are a number of specific methods which are especially designed for individuals of this age group. They will need to be more familiar with the use of field trips and problem solving approaches as they develop programs for these young men who are inclined to be innovators and yet practical in their farming operations.

The trainees will need to gain experience in working with the young farmers on their home farm. Much greater emphasis will need to be given to on-farm instruction, both individual and small groups, and to the development of farming programs which in many cases will involve the entire home farm. The latter will necessitate increased emphasis in farm record keeping analysis and perhaps the organization of the class members into some type of farm record association. In general it would be recommended that the members of the class participate with members of others classes in a somewhat large record keeping analysis association. Lastly the trainees need to develop some aggressiveness in willingness and ability to organize cooperative and group activities, social and recreational programs and an active local young farmer association.

Teacher educators in each state will need to analyze their pre-service programs and retool existing courses or add new courses in order that the trainees will acquire these competencies before accepting their first teaching position. The degree of competence can be increased greatly through in-service training after they are on the job. In some states much of these competencies can be provided through an expanded period of observation and student teaching. In others they may be provided largely through classroom work. Logically a combination of the two methods may prove most satisfactory. If vocational agriculture instructors are going to devote their time and energy for the groups most in need of instruction, then we must as teacher educators put our emphasis on these same programs. Greater emphasis in the pre-service program on instructional programs for young farmers is a must.

AN IN-SERVICE EDUCATION PROGRAM TO DEVELOP TEACHER COMPETENCIES IN YOUNG FARMER WORK

Dr. Ralph E. Bender
The Ohio State University

Some of the Rationale Concerning the Development of Young Farmer Programs

1. The further development of the young farmer program continues to be one of the greatest needs and opportunities for vocational education in agriculture.

2. The young farmer program has been accepted and administered by most school and vocational education personnel as an unimportant, extra curricular activity. Adjustments in time, financial support, and resources have not been provided on either the state or local level to provide a climate conducive to the development of young farmer education.

3. The teacher of vocational agriculture is the key person in contributing to the success of the local program.

4. Regularly prepared teachers of vocational agriculture secure very little training in young farmer work in their pre-service program; therefore, they lack confidence and competence in developing programs.

5. Personnel in addition to the very limited supply of regularly trained teachers must be recruited to aid in the development of programs, if the needs of young farmers are to be met in an adequate manner.

6. Many in-service education activities for individuals and groups on a non-credit basis for both professional and technical preparation are necessary to meet young farmer teacher needs. What is most appropriate varies from state to state.

The Successful Teachers of Young Farmers have Competencies such as:

1. Interest and understanding in developing a young farmer program.

    a. They are convinced that young farmers are important, that they need help, want help, and that they, as teachers of vocational agriculture, can help.

    b. They consider young farmer work to be an essential part of the program of vocational agriculture.

2. Ability to plan an instructional program based upon young farmer needs.

   a. Skill in identifying individual and group needs.

      Knowledge of what is needed such as the research and latest practices on one hand and the current practices, yields, outcomes, interests, and knowledge of the young farmers on the other.

      Understanding of practical and technical agriculture. Some advantage in having specialized training and experience in a given field such as farm business planning and analysis, agricultural mechanics, etc.

      Knowledge of social, civic, and leadership needs and abilities.

   b. Knowledge of the institutional situation.

      Local school policies and support.

      Community programs and resources.

      State policies and plans in vocational education.

      Program and relationship of other agricultural and educational agencies.

   c. Knowledge of adult learning theories and methods of teaching.

      Applying such knowledge in developing group and individual programs of instruction which includes technical and practical subject matter in agriculture and YFA activities.

3. Ability to recruit and select an adequate number of young farmers needing instruction.

   a. Informing public of program possibilities.

   b. Making personal contacts.

   c. Organizing and using planning committees to assist.

4. Ability to teach young farmers in groups and individually in the classroom, shop, and on the farm.

   a. Motivating for action.

   b. Presenting and analyzing factors and information in a problem solving situation -- applying theory to practice.

   c. Making use of instructional aids.

   d. Conducting demonstrations.

   e. Making effective use of resources, both personal and material.

   f. Supervising individual programs.

5. Ability to advise a Young Farmer Association.

   a. Identifying interests and needs.

   b. Working with individuals and groups in organizing, planning, conducting, and evaluating programs.

   c. Delegating and supervising responsibility.

   d. Coordinating program activities with other groups.

6. Ability to evaluate program based upon objectives.

   a. Developing procedures and techniques.

   b. Making use of members and others.

   c. Identifying and making changes in the program that should be made.

Some In-Service Activities

For State Staff--Supervisors and Teacher Educators:

1. Workshop and seminar for purpose of planning a state-wide program to answer the following questions:

   a. What is the situation of the young farmer in the state?
      Number, status, trends, needs, etc.?

   b. What is the responsibility of vocational agriculture for serving young farmers?

   c. What should be done?

      Objectives and goals for next year and in five years.
      Kind and extent of program locally and state wide.

   d. What can and should the state staff do?

      Administrative arrangements including the provision of time, finances, and in-service education.

      Availability and program of specialists for leadership and coordination of the state program.

      Relationship with other agencies and organizations.

2. Opportunities for selected staff members to participate in special programs.

    a. Make observations and study in other states.

    b. Prepare materials for teachers of young farmer groups.

    c. Initiate and conduct pilot programs.

    d. Conduct a program of research.

    e. Disseminate information.

For All Teachers:

1. Credit courses on young farmer education offered on campus and off campus.

2. Workshops, credit or non-credit, 2-3 weeks in duration, during summer for those teachers planning to develop a program.

3. Courses, workshops, field days, and/or seminars in selected areas of technical agriculture on a credit or non-credit basis.

    a. Such technical agriculture areas as farm management, use of credit, animal nutrition, tractor maintenance, and welding.

    b. Methods and techniques for use with young farmers should be included.

4. District or area meetings with supervisors to identify procedures to follow in developing a program. (Some of the meetings include young farmers.)

5. Instructional materials provided.

    a. Professional

    b. Technical

6. Special meetings on a county or area basis for teachers and local administrators to project program plans and development.

7. Visits to selected young farmer programs - local and state.

8. Tours of selected young farmers to learn more about their farm problems and operations.

9. Resource persons should be made available to teachers and young farmers to aid in teaching the young farmer groups; this will also inform the teachers involved in the program.

For Regularly Trained Beginning Teachers:

Each beginner should have some adult education starting with a program that would be most appropriate for their community. If previous programs have been conducted, it is logical in most cases that they be continued. Perhaps this would be sufficient for the first year. If, however, a reasonably extensive program including young farmer education is not available, the new teacher should give first consideration to the possibilities for developing the young farmer program. Special individual and group work should be provided to aid beginners in planning and conducting adult programs such as:

1. Group meetings in July and August to assist the teachers in:
   a. Assessing the situation such as previous programs, number served, resources available, needs of the community.
   b. Making visits.
   c. Selecting a planning committee.
2. Individual visits to teachers in September and October to discuss progress and plan details of the program.
3. Group meetings in November and December.
   a. Reports of progress.
   b. Analysis of difficulties.
4. Other visits and group meetings throughout the year.

For Specially Recruited Teachers:

In addition to opportunities for regularly trained and beginning teachers, a specially designed program to develop professional know-how shall be available for the special teachers, many of whom will not have had any pedagogical training.

1. Separate workshops, courses, or seminars to identify purposes and procedures.
2. Apprenticeship period or periods with teachers having successful programs.
3. Supervisory assistance by regular or special supervisors (more than to regular teachers) and by the local agriculture teacher if associated in the same department.

USE OF SPECIALISTS OR RESOURCE PERSONNEL IN YOUNG FARMER EDUCATION

E. L. Tiner, Consultant
Texas Education Agency

Summary

The field of agriculture is so broad and complex and the changes so rapid that it is not possible or feasible for the vocational agriculture teacher to provide all the training young and adult farmers need to keep abreast of technological advancements. The participation of competent resource personnel in educational activities is essential to the continued growth and upgrading of young and adult farmer education.

Throughout the State of Texas men from business and industry, from professional agricultural organizations and services, and from research foundations and experiment stations have given generously of their time and talent in providing educational programs at young and adult farmer meetings. In participating in educational programs, these specialists have shared with farmers of wealth the knowledge they have gained from training and experience in their respective fields of specialization. They have not only provided valuable authoritative information but also have contributed a lot toward keeping educational activities interesting and dynamic.

The technical staff of agri-business firms have some of the most competent technicians or specialist in the field of agriculture in certain specialized areas. Other highly qualified instructors may be found in the various agricultural agencies or organizations. The services of these specialists (or resource personnel) are generally readily available to organized groups of farmers upon request with sufficient advance notice. Through the use of such specialists the Young Farmer Advisor can greatly supplement and enrich the instruction he can provide to members of his farm group.

The use of vocational agriculture specialists, available in some states, to provide training in highly specialized areas of production, management, and farm mechanics in the form of short courses, also can greatly enhance the educational benefits of young and adult farmer programs.

In Texas the various types of specialists have been interviewed or surveyed and catalogued into two types of directories:

1. Those individuals and firms which can provide educational services extending across vocational agriculture areas (State Directory).

2. Those which can provide educational services in localized situation or areas. Each of the ten vocational agriculture areas in Texas has compiled such a directory (Area Directory).

A copy showing the organization of an area directory may be secured by writing to the Agricultural Education Division, Texas Education Agency, Drawer AA, Capitol Station, Austin, Texas 78711. A standard form widely used for inciting specialists to provide a program on a specified topic will be sent along with a copy of one of the area directories.

Listed below are only a few of the many sources of specialists:

- SCS, local and district, for programs on soil and water conservation
- Farmers Home Administration, Federal Land Bank, PCA, Bankers - for programs on securing and using credit wisely
- Entomologist from Insecticide Firms - for programs on insect control
- Farm service personnel of electric companies - for programs on farm wiring, selecting proper motors, motor production, etc.
- Engineers of Portland Cement Association - for programs on concrete construction
- Local, State, and Federal Veterinarians - for livestock health programs and disease control

YOUNG FARMER DEVELOPMENT COMMITTEE

Dr. Martin B. McMillion
University of Minnesota

This past February I walked into a store in a small town in western Minnesota while I was out supervising student teachers. I had a feeling my sale was about the only one the lady had made all day so I asked her while she was wrapping the item how business was. She said it had been better than usual, the farmers had a good year. She didn't mean that only the farmers were buying more, she meant that nearly everybody was buying more because when the farmers had money -- everybody had more money. (Money goes through at least four hands before it leaves a community). This is the same place where one can watch TV for two hours in the evening and every commercial is aimed at the farmer -- fertilizer, seed corn, herbicides, insecticides, tractors, etc.

Some people in a similar area became alarmed at the fact that the average age of farmers was rapidly approaching the age at which social security could be drawn. Their farms were being added to the holdings of those who already had economic units while young men who desired to farm were moving off to the cities. They were alarmed because the enrollment in their schools was dropping. They were alarmed because farmers were semi-retiring on their farms rather than making partnership arrangements or other arrangements by which a young man could gradually take over the farm.

It was out of this kind of situation that the young farmer development committee idea was begun.

They thought there must be a way to help the economy of the community. Their approach was not to entice a company to build a factory, but to keep as many productive family farm units in their area as possible.

The young men who wanted to farm simply were not coming into contact with those who wanted to sell, rent or go into partnership. And if they did, as in the case of fathers and sons, they were not making satisfactory arrangements to transfer the equity and management of farm business from one generation to another.

Young farmer development committees were formed in school districts to do something about matching up the kind of young men who would be an asset to their community with an economic farming unit. These committees were made up of farmers, businessmen, county agents, area redevelopment people, FHA and PCA representatives and bankers, and others interested in the economy of rural areas.

The high tide of these committees was about three years ago. However, there are many of them still in operation. I attended the organizational meeting of a committee in Fairbault, Minnesota, this spring. The teachers had over 20 people at the meeting. I can attest to the fact that this group was very enthusiastic about their duties as a young farmer development committee.

This idea has been tried in Nebraska and perhaps in other states. I would be interested to learn how they have worked in other places, if you have tried them out. This idea, born in northwest Minnesota out of necessity, is workable in your area. Just as the ag-occupation programs which were born out of necessity for enrollment in the Northeastern United States are appropriate for other parts of the country.

These committees are not the same as young farmer councils or advisory committees. They are not representative of young farmers to be served. They are selected for their ability to help locate farming opportunities, young men and credit. They make up a selected rather than a representative group. They are selected for the contribution they can make, not for their representativeness. Plans for periodic replacement are not necessary.

These committees understandably are somewhat selfish with their farming opportunities lists and will try to match an individual from their school district to a farming position first. If they are not successful then information is likely to be shared with neighboring districts.

I hope every teacher educator and supervisor here will give serious thought to the idea of the Young Farmer Development committee and try it in your state, if you haven't already.

As Don Moeller said yesterday, we are guilty of forgetting our students once they graduate and picking them up again when we find them on a farm 5 or 6 - 10 years later.

It is my belief that the individual in this situation has already made the biggest step in establishment in farming without the teacher. Had we and the Young Farmer Development committees worked with the individuals, they would have a better rental arrangement, better partnership arrangements. They hopefully would be on economic farm units. Then the agricultural economist wouldn't have to recommend that we send them to the city.

This conference is devoted to establishment in farming. So far, from the presentations I have heard, I would guess that the starting point of establishment in farming is when the individual already has a farm, is 80% married, with 2 and a fraction children.

The point I want to make is ---- let's include "establishment on a farm" in the process of establishment in farming.

I think the Young Farmer Development Committee can be very effective and helpful in the step of putting the individual on the farm.

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I think the Young Farmer Development Committee can be very effective and helpful in the step of putting the individual on the farm.

This committee develops a roster of qualified rural young people who wish to farm; surveys the community to determine farming opportunities; helps to arrange suitable credit and financing for those who are recommended in order that they may become established on a farm. Representatives on the committee include farmers, vocational agriculture teachers, school administrators, credit representatives, businessmen, and others interested in building their community by helping youth start farming.

THE YOUNG FARMER ASSOCIATION

Elvin Downs
State Specialist, Agricultural Education
Salt Lake City, Utah

The purpose of a Young Farmer Educational Program is basically to assist a young man to become successfully established in farming or to help a young man realize a greater return from his part-time farming operation.

It follows then that any program that will help in achieving this purpose is worthy of consideration. We in Utah have found the Utah Young Farmer Association to be a catalytic agent to some degree in motivating young men in their pursuit of educational growth and development.

Purposes of Utah Young Farmer Association

1. Develop leadership in young men
2. Organize cooperative effort
3. Promote community service
4. Initiate better farm practices
5. Plan and conduct group recreational activities
6. Promote thrift

Organizing the Young Farmer Chapter

1. Best initiated by young farmers themselves
2. Chapter officers -- regular
3. Directors representing areas in community interests
4. Standing committees

    a. Instruction
    b. Membership
    c. Cooperative activity
    d. Community service
    e. Social and recreational

5. Vocational agriculture teacher serves as advisor
6. Chapter program of work developed

    a. 3 months, 6 months, 1 year
    b. Activity -- goals -- ways and means

State Association Organization

1. State Officers
    a. Regular
    b. Directors

2. Executive meetings -- Four times a year

3. State sponsored activities
    a. State tour
    b. State convention
    c. Out-of-State tour

4. Awards and Recognitions
    a. Young Farmer of the Year
    b. Young Farmer Chapter of the Year
    c. Young Farmer Beautification
    d. Young Farmer Speaker of the Year
    e. Master Farmer Diploma
        (1) 5 years, 10 years, 15 years

5. Quarterly Newsletter
    a. State Association news
    b. Chapter happenings
    c. Special features

Observations from Sidelines as to Value of State Association

1. Boys have an investment in educational progress -- Increases interest.

2. Organization gives status -- Solicit important people through organization.

3. Lasting friends have been made over the State.

4. State sponsored activities have taken young men from their farms for the first time into other areas of the state and an exchange of ideas has taken place.

5. Positions of leadership have been created whereby young men could develop more fully their leadership potentials.

WELCOME

Wilbur S. Pence
Division Superintendent
Rockingham County Schools

I take this opportunity to extend greetings and a cordial welcome to the members of the National Seminar on Young Farmer Education to the Shenandoah Valley and Rockingham County.

We are pleased and highly honored that you have selected our area as a place you would like to visit. We think you have made a good choice from the standpoint of (1) a beautiful agriculture area, (2) an area blessed with active and going young farmer groups, and (3) one of the great diversified agricultural counties of America.

We are delighted to have you. We trust your brief stay in our area will be a pleasant and profitable experience.

May I suggest that the next time you come to Rockingham County and the Shenandoah Valley, you bring your wife and children with you.

We are delighted to make available the facilities of this building for your meeting this evening.

Come to see us again.

REPORT OF VIRGINIA YOUNG FARMER ORGANIZATION

William Bowman, State President
McGaheysville, Virginia

It is indeed a pleasure to have each of you visit with us here in Virginia. I do hope that some real good will come about through this National Young Farmers Seminar.

The primary purpose of the Virginia Young Farmer is to develop an individual responsibility of young farmers in programs of instruction in vocational agriculture. These programs are designed to meet their needs in becoming established in farming. We are a non-profit and non-political organization and it is not our purpose to duplicate functions and activities available to farmers through existing programs.

We had young farmer groups that were formed back in the twenties and by 1951 the interest had become so great that a state organization was formed. Our organization is governed by an executive committee consisting of 15 members. The state supervisor of vocational agriculture and assistant state supervisor serve as advisor and executive-secretary-treasurer respectively. It is the duty of this committee to conduct the business of the state association in conforming with the policies and plans governing the administration of vocational agriculture in the state.

The officers of the Young Farmers of Virginia are: President, First Vice President, Secretary, Treasurer, Reporter, Sergeant at Arms, Executive Secretary-Treasurer, and the State Supervisor of Vocational Agriculture as Advisor. With the exception of the State Supervisor of Vocational Agriculture and the Executive Secretary-Treasurer, officers of this association shall be active members and shall not succeed themselves until one year has elapsed. All these officers except the Advisor and Executive Secretary-Treasurer shall be elected by a majority vote of the delegates at the State Convention.

In Virginia we have our State divided into 6 areas. Each of these areas has a set of officers of their own, by which to do business in their respective areas. We have some county organizations within these areas which bind 3 or 4 local associations together and we find this works well. At the present time, there are 86 associations with 1427 members in good standing with the state organization. Each of the area, county, and local associations have to comply with the state regulations in order to become state affiliated.

There are two kinds of membership in our organization. Number 1 is an active member. He is a member who is an out-of-school young farmer or a person who is engaged in the industry of agriculture. The second type of member is an honorary member. This is an individual who is closely affiliated with the vocational education program such as a supervisor, teacher trainee, or anyone who has made an outstanding contribution to the State Organization. Honorary members shall neither hold office nor vote.

Our annual membership dues in the State Association are fixed by the State Executive Committee, which is subject to approval by a majority vote of the delegates present at the State Convention of Young Farmers. At the present time our State dues are $2.00 a member.

There are a number of advantages of having a State organization:

1. It gives the individual a chance to develop his leadership abilities, his need to participate in activities requiring an understanding of parliamentary procedures, to conduct meetings, public speaking and other activities for rural people.

2. Each state affiliated member receives from the State a newsletter which is published bi-monthly. This newsletter contains news of interest to young farmers in Virginia.

3. A State Convention of Young Farmers is held annually, at a time and place to be determined by the State Executive Committee. The purpose for the State Convention is to reward those individuals and local associations for work accomplished during the year. Also, the State Convention gives members an opportunity to exchange ideas with other young farmers and to receive information about young farmer organizations throughout the state.

4. Contests and Awards -- Each year our state has a number of contests and awards. One of the highlights of the year is the Outstanding Young Farmer Family Award. This is an award that is designed to recognize the outstanding Young Farmer Family in Virginia. This winner receives a silver coffee set and tray and $150 in cash. Another award is the Brandon Silo Award. This award is designed to recognize the young farmer applicant who has made outstanding progress toward becoming established in farming and who can demonstrate the greatest need for a silo. This winner receives $1,000 toward the cost of a silo on his farm.

   We also have an Outstanding Young Farmer Association Award. The purpose of this award is to recognize the local association that has made the greatest overall accomplishment during the year. The winner of this award, along with the runner-up, both receive a plaque.

   Then we have the Farm and Home Safety Award. The purpose of this award is to recognize the local association that has made the greatest accomplishments in farm and home safety. The winner here receives a plaque and $100 in cash.

   One of our most recent awards is the Membership Development Award. This award is designed to promote membership development in the local association. The winner here receives a trophy and $100 savings account. Perhaps one of the first contests that we had in the state was the Corn Growing Contest. This contest is designed to get young farmers to grow a better corn crop. This winner receives four tons of 10-10-10 fertilizer and four bushels of seed corn.

We also have a Forestry and Judging Contest. The purpose of this contest is to promote instruction in good forestry management practices by local associations and to encourage members to carry out these practices on their farms. The winner in this contest receives a plaque. I might add that all of these contests and awards do not have a sponsor.

Also, we have a two-day convention, usually held on Friday and Saturday. For the Executive Committee it is a three-day convention. It always meets a day ahead of the convention to plan and work up the program. This committee also meets immediately after the convention and again in the late summer. These committee members try to visit each local association during the year. This is a rather quick run-down of what we in Virginia are doing. I have tried to cover the primary purposes and some of the advantages of having a state organization.

TECHNIQUES FOUND TO BE SUCCESSFUL IN CONDUCTING A YOUNG FARMER PROGRAM

R. Z. Arey
Turner Ashby High School
Dayton, Virginia

Distinguished members of the National Seminar on Young Farmer Education, on behalf of the Turner Ashby Young Farmers' Association, I am most happy to welcome each of you to our school and to the place we consider the garden spot of the world, Rockingham County in the heart of the Shenandoah Valley.

Gentlemen, I appear before you with much humility and many reservations this afternoon.

Firstly, only this morning I received the subject that has been assigned to me for discussion.

Secondly, I am sure that you will agree with me that any time a host talks about himself it becomes very boring.

And thirdly, I have my bosses and 20 members of our local Young Farmer Association in the audience. Therefore, what I attempt to say will have to be the truth.

PURPOSE OF YOUNG FARMER EDUCATION

In attempting to formulate the purpose, I hurriedly scanned several books and pamphlets to see what they said. Yes, there were many listed, all including the words, "to develop", "to discover", "to encourage", etc.

These were good, but not what I wish to express to you. Therefore, on my own I would say that our Young Farmer Program provides an opportunity whereby young men of a given vocation (farming can become identified as such), can continue a much needed self-education program. This will assist the individuals in becoming more proficient in the fast-changing complex of the **Agricultural** Industry.

TECHNIQUES FOR A SUCCESSFUL YOUNG FARMER PROGRAM

For the purpose of clarification, I will confine my remarks to the five major aspects of a total Young Farmer Program.

I personally feel that a successful Young Farmer Program will be a composite of the following phases:

1. Education
2. Organizational Mechanics
3. Fellowship
4. Social
5. Civic Aspects

1. Education

Certainly we will all readily agree that education is paramount and the heart of the program.

It would be stupid of me to claim to teach my young farmers. In fact, I learn from them, because they know their business. However, I think we have the responsibility of helping to provide information, and communicate ideas when the situation presents itself.

Therefore, I feel I should be a young farmer advisor and not an instructor.

As for methods of instruction, they are mainly conventional procedures and need no discussion at this point.

However, the subject matter must be up to date, important, applicable, interesting and varied, because it covers a very wide range of interests. The Young Farmer members should help plan the educational phase of the program.

One idea that our members like is that of holding their meetings in Agri-business places several times a year. This helps break the monotony, and creates much interest. As an example, for one meeting our members will assemble at a local bank that is now using data processing of farm records. After a guided tour of the facilities, we will hold our business session in their directors room. The Young Homemakers will join in this meeting.

This procedure has been a definite asset in creating interest in our organization.

In passing I certainly want to mention the very valuable instrument of individual advice provided through a visitation program, the more the better.

2. Organizational Mechanics

At this point I should like to mention a few things about the procedures for conducting the business phase of the program.

Our organization consists of an executive committee, composed of six officers, who are elected annually, and the advisor. This group meets prior to regular meetings and makes recommendations to the general session. This procedure helps keep the business to a minimum for the regular session.

To help keep attendance up, our secretary always sends out notices as a reminder of the meeting date. Also, the club gives an award for those members with perfect attendance for the year.

I feel that this phase definitely adds to the total education of our members by providing an opportunity to develop leadership ability. This is acquired by the use of parliamentary procedure and public speaking.

We continually encourage members to participate in the total awards program, both on an individual and chapter basis.

3. Fellowship

This is most valuable as to what members receive from the program. The informal gathering after the official meeting gives members a chance to exchange ideas, problems, and advice with other members. This seems to be one of the most enjoyable and inspiring phases of the total program.

4. Social Aspect

We do not want this to become a "social club"; however, some social life is mandatory to a successful Young Farmer Association.

At Turner Ashby High School we conduct various types of social activities such as:

a. Stag Night (members only)
b. Family Bar-B-Que and Picnic
c. Ladies night banquets (local and area level)
d. Area and State Conventions
e. Joint meetings with Young Homemakers Association
f. Father-Son night

All contribute much toward creating interest.

5. Civic Aspect

We are not and should not be a Civic Club, even though some of our activities may tend toward this direction.

I am most happy to report that the young farmer is very interested in our school and in the FFA Chapter. Here, the young farmer takes part in assisting with civic activities. They furnish livestock chains to the local FFA; also, they make a scholarship award to the most deserving FFA member going to an agriculture college.

Also, the members are most generous in helping their members in case of emergencies.

As a group our organization is non-partisan, as it should be. However, as a group it promotes issues that members feel are for the betterment of the agricultural industry and our community.

CONSIDERATIONS FOR AN AGRI-EDUCATION ADVISOR

To conduct a successful Young Farmer Program an advisor should:

1. Develop and maintain a sound philosophy
    a. Accept his responsibility to work.
    b. Show enthusiasm about what he does.
    c. Be receptive to new and different ideas.
    d. Recognize the need for his program.
    e. Have a sense of loyalty to the group.
2. Continue to strive to inculcate a sense of pride in his organization.
3. Show a sincere interest in each member.
    a. When members are absent from meetings, the advisor should call them up and tell them that they were missed.
3. Always keep Young Farmer Programs as an integral part of the total school program.
4. Display a good sense of humor and goodwill.

CONCLUSION

I say sincerely that a sound Young Farmer Program is essential to any progressive agricultural community.

The need is great. Helping some individual better himself will certainly be reflected in a community.

The job is great, but to me the reward is invaluable. The personal satisfaction of having contributed just a bit to the advancement of an individual who becomes successful in his chosen vocation of farming can not be expressed in words.

Finally, I say, without reservation, I am sure that our great industry of agriculture will be better in the future as a result of our having had a Young Farmers' Education Program in the past.

YOUNG FARMER EDUCATION

Eldon L. Shanks, President
Rockingham County Young Farmers Association

On behalf of our Rockingham County Young Farmers of Virginia, I extend to you a warm welcome to our county.

Brief History. The Rockingham County Association of Young Farmers is an organization made up of the members of any regularly chartered club in Rockingham and Augusta Counties. The organization was chartered in 1955 with two local clubs participating and has grown today to four clubs with an approximate membership of 150. Briefly, the purpose of the county organization is, (1) to develop group and individual responsibility in programs of agricultural instruction designed to meet their needs in becoming established in agri-business; (2) to develop interest and abilities in financing, planning, operation and evaluating agricultural programs; (3) to develop leadership abilities; (4) to develop an understanding of ways to secure and utilize the services available in improving their economic status, social and family relations; and (5) to keep abreast of public issues affecting agri-businessmen, but to refrain from political activities which do not come within the scope of the purposes of this organization.

Activities. We acquaint the entire county with local club activities through a fair exhibit; also have representatives on our local cooperative board of directors. The members participate in a fall round-up in which we take a day and visit the farms of members having different enterprises, or a meeting of interest to all. We have a ladies night banquet to honor the ladies and also on this night we recognize the most deserving young farmer, awarding him a very worthwhile award sponsored by a local merchant. We also give an honorary degree to an outstanding individual of the community helping to promote agri-business in various and different ways.

In conclusion, we feel that our local county organization serves as a stabilizer or connecting link between local club and area levels.

REMARKS ON YOUNG FARMER EDUCATION

Roy Driver, President
Northern Virginia Young Farmer Association

Mr. Chairman and Gentlemen:

I have been asked to try to tell you something about how our area Young Farmer organization operates.

This step between the county and the state organization serves a very definite purpose. The state or the area organization cannot be stronger than the local organization. Also a very important function of the area organization is to create and maintain interest in the members of the local organizations.

The area has the same officers as the State.

The executive committee consists of president, vice president, secretary, treasurer, and reporter, plus the past year's president. The executive committee meets an average of five to six times per year to plan the work on an area level.

At our first executive committee meeting, the previous officers treat the incoming officers to dinner.

The first activity of the new officers is to attend the State Convention; five of our six officers attended. At the convention the officers are responsible for the registration for the area.

In the Northern Area, we have at the present time 16 active Young Farmer Associations. I might add that practically all of these local associations have been visited by one or more area officers this past year. I plan to visit all the clubs this year. I have already visited 12 of the 16.

We conduct one business session per year on an area level, each association having a minimum of two voting delegates at this meeting. Officers are elected and other matters of importance acted upon.

Since an area covers quide a wide territory, in our case 16 counties, we are limited to the activities which we can participate in on this level. I might add this year, for the first time, we are going to charge dues of 25¢ per member to cover miscellaneous overhead expenses.

There are certain contests and events which are State-sponsored, that are conducted on this level, and eliminations are made, and individuals and teams selected to compete with other areas, in selecting State winners.

Some of these events are:

Corn Production Contest
Soil Evaluation Contest - Team
Forestry Judging Contest - Team
Farm Safety Contest
Brandon Silo Contest
Outstanding Young Farm Family Contest

In addition to these competitive events which I just mentioned, we have a Young Farmer Field Day each year. This field day is mostly well attended by all associations in the area. It may consist of a trip to an agricultural research station or a planned visit to several outstanding farms in the area, or chicken barbeque may be served.

Another event which we feel is an excellent stimulus to all of the Associations is an area banquet. This banquet is attended by Young Farmers and their wives. A good program is arranged which includes the announcement of area winners and making awards in area events. A good speaker and a good meal add to the occasion. For example, last year's banquet was attended by 276 Young Farmers and their wives and guests.

We feel that the organization is a step which is vital to maintaining interest of Young Farmers and has a definite place in the structure. A few of the contributions we feel the area association makes are:

1. It provides the opportunity for bringing Young Farmers together over a wide territory where ideas may be exchanged and impressions are made.

2. It affords the opportunity for further development of leadership.

3. It provides a social opportunity for the Young Farmer and his family.

4. In many cases, the Young Farmer is inspired and challenged in his occupation.

WELCOME

Roy Swope, President
Turner Ashby Young Farmer Chapter
Dayton, Virginia

On behalf of the Turner Ashby Young Farmers Association, I would like to take this opportunity to welcome you to our Association. It is indeed an honor to have you visit our county and consider our association worthy of your study.

The start of our organization dates back to 1953. It was then known as the Bridgewater Young Farmers Association, with two interested young farmers and a vocational agriculture advisor attending the first meeting. With consolidation of three small local high schools, the Turner Ashby Young Farmers Association received its charter in 1960. In the past fourteen years our membership has grown to 48 members.

I would like now to give you some of the purposes and functions of our association:

** The education aspect is, we feel, the far greater advantage in the association.

- It keeps us up to date with the scientific advancements in agriculture
- It helps us to develop leadership ability
- It provides better over-all professional improvement

** It is helping to improve our social life as families and individuals:

- Family picnics, Father and Son Night, stag night dinners, county and area banquets, and State Conventions have come to mean much to all of us.

Our organization is made up of officers and standing committees: President, Vice President, Secretary, Treasurer, Reporter, Sentinel and Advisor. We have an executive committee which meets prior to the regular meetings to take care of any matter which may cause a long drawn out meeting. The standing committees are as follows:

1. Conservation and Natural Resources
2. Farm Mechanics and Farm Safety
3. Crops and Pasture Improvement
4. Livestock and Poultry
5. Finance

6. Cooperative and Community Service Activities
7. Leadership and Citizenship
8. Program and Recreation
9. Dairy Improvement
10. Public Relations and Contest
11. Membership and Attendance

Each member is assigned to one of the above committees, which adopts its program of work for the year with the approval of the Association.

We have been awarded the Farm Safety Award for the past three years. This award is for work done on our farms and in our communities. We also have received a number of outstanding chapter awards over the past years of which we are very proud. Another accomplishment which our Association is honored to have had is a State President in the person of Cecil Meyerhoeffer. Our Association has done well in the number of County and Area officers held in the past.

There are a number of reasons that we feel make our Association mean a lot to us: A very energetic advisor who believes in the Young Farmers Association and the place it has in agriculture today is of vital importance. We have this in Mr. Roland Z. Arey. Speaking for myself, and I believe for the membership as a whole, we want to better ourselves in our profession, and the Young Farmer organization gives us this opportunity we seek.

I wish it were possible for you to visit our homes and farms. Here we feel is the visible evidence of what it means to be a member of The Young Farmer Association.

In conclusion, the Young Farmer Association has much to offer today's and tomorrow's agriculture, and young farmers will be members of some Association if they are to be the most capable in our profession.

Minutes from Wednesday, August 9, 1967

The Wednesday session of the National Seminar on Young Farmer Education was presided over by J. H. Copenhaver, Assistant Supervisor of Agricultural Education, Pulaski, Virginia. His opening statement was given as follows:

"On Monday morning, Dr. W. W. Brandt, Vice-President, Virginia Polytechnic Institute, compared the role of our National Seminar to a game of chess in which we plan our moves and make our decisions on the direction in which we will move. A like comparison may be made to a popular radio program called the "Hit Parade". We have heard the tunes played here of, less farmers, larger farms, one farmer feeds thirty people, and the poor image of agriculture.

Times have changed and certainly American agriculture has changed, along with the industrial changes in this country. At the present time, the Bell Telephone Company employs one out of each 100 workers in this country. Had not this segment of American industry automated its facilities with Coaxial Cable and direct dialing, it would have required every female worker in America between the ages of 16 and 35 to handle the calls under the old "Number Please" system.

We must accept the fact that America will be fed with fewer and fewer farmers, and that much better educated farmers will be needed to meet the food and fiber needs of America. If food shortages occur in this nation, where will the blame be placed? The public schools were blamed for not producing scientists in 1957 when Russia's Sputnik was launched into space orbit. Could we be blamed for failure to provide education for the American farmer?

The speakers on our seminar program today will repeat to us what is being done in several states to provide Young Farmer Educational Programs."

Mr. Alton Ice

American Vocational Association, Inc.
Washington, D. C.

Alton Ice, Assistant to the Executive Secretary of the American Vocational Association, extended greetings to the members of the Seminar. He expressed some appreciation to the Congress for its activity in passing legislation beneficial to vocational education programs in general and agricultural programs in particular. Real satisfaction was expressed for the appropriation passed for research in vocational education.

On the contrary, Mr. Ice mentioned the inadequacy of appropriation for PL 88-210 and he expressed hope for some stimulation in this area.

Mr. Ice also expressed his gratitude to Dr. Ralph Bender for the contribution that he has made as the agricultural representative on the AVA board. It was also stated by Mr. Ice that he anticipated the largest delegation, in the history of the AVA, at the national convention in Cleveland, Ohio. He expects the number to be somewhere in the neighborhood of 5,000. There will also be 40 additional exhibits displayed.

DEVELOPING AND CONDUCTING THE YOUNG FARMER INSTRUCTIONAL PROGRAM - PLANNING

O. Beverly Roller
Ft. Defiance, Virginia

It is an honor for me as a Teacher of Vocational Agriculture to appear on the program of the National Seminar on Young Farmer Education. I am not apologizing for being an Instructor of Vocational Agriculture. It is with pride that I work in this profession because I know of no other vocation that offers one a more challenging and rewarding opportunity to help train tomorrow's leaders in the dynamic industry of agriculture as well as mold the very destiny of this nation. Those of us in agricultural education have the greatest challenge, and the most demanding responsibility to help build within the bulwarks of this democracy the very thing that could well be one of the decisive factors in the future of our nation -- an agricultural industry that is second to none in the production of food and fiber.

Since the origin of vocational agriculture near the beginning of the 20th century, there have been dramatic changes in the agriculture of this nation. Farming has become more highly mechanized and scientific. More and more farm work is being provided by agricultural services and agencies off the farm. There has been a rapid increase in the services dealing with the processing, packaging, distribution, and marketing of the food and fiber produced on our farms. The local program of vocational agriculture, both on the high school and adult level, must reflect these changes. We have acknowledged the changes, but have been hesitant in reflecting them into our instructional program, especially in Young Farmer Education.

The subject assigned me of planning the instructional program for young farmers is as old as the organization itself, but this does not mean that we do not need improvement in this area. Many of you are much better qualified and experienced to discuss this subject than I am. However, in my 18 years of teaching vocational agriculture, I have learned by experience that proper planning is perhaps the basic requirement of a functional instructional program. This will give the desired results, so vital and important, if we are to be effective in helping those whom we teach to acquire the knowledge and skills to solve the problems they encounter.

One of the greatest challenges that has been encountered in conducting young farmer programs has been that of stimulating interest. In most communities there has always been that small group of farmers who were anxious to secure additional information and knowledge by attending educational meetings. Although this may be slowly improving, statistics reveal that only a small percentage of the adults who could profit from organized instruction are being reached. Thus one of the greatest challenges in planning and conducting the instructional program is to discover and use ways which will stimulate more participation in young farmer programs.

Surely all of us agree that planning is a necessary part of our instructional program. If the teacher is effective in his instructional program, he must do a creditable job of planning and preparing for the instruction. If I as a parent and teacher were to single out the glaring weakness of the classroom teacher, even those of us in vocational education, it would be inadequate planning and poor preparation. Nobody knows better than the students, whether they be youths or adults, how well the one who stands before them has planned and prepared for the teaching that he does.

Before we pursue further the problem of planning, let us think briefly about what are the results we expect in our instructional program? We must know what we are striving to achieve -- our goals -- or even more simply stated, why are we teaching the young farmer in our respective community or what is the real purpose of working with this group of young Americans? Our planning and conducting of the program will be of little value unless it results in the young farmers making intelligent decisions and applying approved practices in their farming operations. Our efforts will be of little significance if we do not assist the young farmers to solve their problems intelligently as well as economically. Our purpose must be to improve their living standards and to make the home and farm a better place in which to live. The ultimate goal is to help them realize more net profit, happier and more convenient living and working surroundings and become a rural family that will be of service to society -- a family that will be an asset in the community in which they reside. It is well for us to keep in mind that it is as important to "make a life" as well as to "make a living."

The teacher of vocational agriculture is a public servant if he is accepting the opportunities of the community. His time and talents are ever in demand. There is little need for the unwise use of time, for participation in activities that have little value, and the use of his abilities and know-how in areas that bear little fruit and add no merit to an educational program. The point that I am trying to make is, because of the unlimited demands of those who work in our program makes it even more essential that we plan well that which we should be doing in agricultural education.

One of the places where our total program suffers most is the instructional phase mainly because of the lack of planning. Far too many classes are taught with little thought on the topic to be discussed and even less consideration given to the home farm conditions and needs of the young farmer. In some situations, far too little energy has been put forth in compiling the subject matter that is needed by the members of the class. All of this adds strength to the reason why more careful planning is needed in the instructional programs of young farmers. May I go so far as to say that is one of the reasons why we fail to keep our enrollment where it should be in the community. We have not and are not meeting the needs of some young farmers. Planning has a great influence in the solution to this problem.

It has been found that good teaching and planning influences the interest of the members. It definitely has an effect on class attendance, the participation in class discussion and meetings, and in the accomplishment of individual members.

Good teaching depends upon such important elements as sound philosophy, careful planning, recognizing members' needs, directing instruction toward meeting those needs, and sharing in the responsibilities by teachers and members. Good planning and teaching, and having members participate and share responsibility for group meetings are key factors to success in working with young farmers.

This brings us to another important factor -- who to include in the planning program. Beneficial results might be realized in having the young farmers assist in planning the instructional program. The instruction can be planned by the teacher and the young farmers with the teacher accepting major responsibility and providing leadership. This will require considerable time, thought, and effort on the part of the teacher and young farmers. This type of program will command more loyalty than one which takes little time and yields little for the effort spent. It is the teacher's duty to take the initiative in discovering problems that confront the young farmers. The major problems should serve as a basis for joint planning of courses of instruction to solve farm problems of the class members. The teacher must have a thorough understanding of the situation of each young farmer with special understanding of the specific problem which is being planned for class discussion.

It is well to brief your Advisory Council about the tentative program, to seek their advice and suggestions after the teacher and the young farmers have carefully weighed and solidified your plans. Many of these citizens are highly qualified to render valuable advice and suggestions on the planning of the young farmer instructional program.

What to consider when planning is of vital importance in a successful instructional program of young farmers. Discovering and solving the problem, making decisions to eliminate the problem, and reaching conclusions are vital factors in teaching young farmers and should be given major consideration in planning. Many young farmers are not aware of their problems, where they may improve their efficiency, and the need for sound managerial practices based on the latest scientific and technical information. In attempting to solve these problems and meet their needs, instruction for young farmers should emphasize the development of abilities, understandings, and skills for the total management and operation of the farm.

There are other characteristics we should consider when planning the instructional program. The instruction should be systematic and conducted throughout the year with the class being taught at the most ideal or logical time for practical application of the job on the farm. It is wise to teach classes related to a specific area of the farm business operation or some specific farming enterprise presenting a problem common to the group. Individual instruction is best when on-farm instruction or visitations are made. The courses should be so designed to lead in a logical sequence to solutions which can be used by the class members. Well planned instruction should create a desire on the part of the young farmers to want to put the decisions or practices agreed upon into operation in their future program. The instruction should be organized as closely as practical to the home farms of the young farmers. Since attendance is voluntary, it is absolutely imperative that the class be interested and give the young men something they can use. Classes must be planned and taught on the basis of their probable contributions to the young farmers' establishment in a farming business or success in farming of those enrolled.

Planning must include evaluation to review the accomplishments, to understand the failures, and to help in developing and maintaining an effective program. It should be initiated by the local teacher and should involve all individuals who participated in the actual planning of the local program as well as others who had an active interest. The criteria could be, "Is the program of instruction solving the problems and meeting the needs of the young farmers?" "Are they growing and becoming financially and emotionally stable in the industry of agriculture?" The final proof of the effective planning is the answer to the time old question, "What are the results for those whom we have taught?" When the final results are not as outstanding as we had hoped, it may be well to redirect our program with renewed interest and enthusiasm. New planning should be sought, and a new endeavor be launched to master the challenge that awaits us.

It may be wise for those in education to follow in the footsteps of our industrial friends. That is, launch a systematic and daily routine of evaluating and looking for places of improvement. This kind of action not only insures a more effective program, but will justify the expenditures of additional funds for the purpose of training young men in agricultural production. We in education are more prone to continue in the same pattern that we have followed in the past. We must adapt to change in our planning and conducting the young farmer instructional program.

It has not been my intent to outline any definite procedure in planning the young farmer instructional program. I have hoped to make each of us very conscious that effective programs are a result of good sound planning. This takes time, thought, dedication, and a host of other desirable characteristics of the teacher. We dare not do less or we shall fail in the much needed program of young farmer education in this nation. It may be good to use the few words of the FFA ritual, "work hard, but plan before you work."

DEVELOPING AND CONDUCTING THE YOUNG FARMER INSTRUCTIONAL PROGRAM - CONDUCTING

Richard B. Carter
Appomattox, Virginia

Any instructional program in teaching young farmers is to be based on the needs of the group. Young farmers are primarily interested in those activities and topics which are currently problems to them or will be problems in the very near future. I suppose that is why there is such pleasure in teaching these young men. Results are seen very quickly, and progress may be measured in a very short span of time.

As has been stated, the young farmers should have a hand in developing the instructional program. Once the problems have been set-up then the instructor of vocational agriculture has the responsibility for the teaching of the units or lessons. This duty cannot be transferred to anyone else, since he is hired by the school board for this responsibility.

The process of learning is generally the same for adults as for high school students. Age and experience make a difference as you well know. I believe, however, that the greatest difference in teaching young farmers as compared with high school students is largely in the degree of motivation. Young farmers are farming, and in most cases have the responsibility for making decisions. High school students are generally in farming, but may or may not be making the decisions. High school students are more inclined to consider instruction as training for some future event or events which may not involve them. Consequently, young farmers recognize the problems involved to a greater degree than all-day students. An instructor of vocational agriculture must be capable of presenting the "how and why" for the "now" time. Let's not forget, however, that it is the young farmer that must make the decisions in reference to his farming program. As far as I am concerned, I try to help the young farmer define his problem, gather the facts, evaluate the various alternatives, and then let him make the decision since he is the one that must bear the consequences of the decision that he has made.

Topics for discussion in our young farmer classes are chosen by the young farmers themselves. As a teacher, I have the major responsibility in selecting the teaching method or methods that are to be used in teaching these topics. At this point, I believe that the classroom situation in the teaching-learning process should be very informal. There is a unique relationship that must exist between the vocational agriculture teacher and the young farmer members. Maybe it may be best described as one of "friendliness" and "confidence". The young farmer wants your help or otherwise he would not come to the class.

As to the nature and kind of topics that we discuss in our young farmer classes, I must admit that we have a great deal of variation. Some of the topics that we had this past year included the following:

- Problems of dark-fired tobacco
- Using chemicals on the farm
- Farm management - An Introduction
- The economics of using fertilizers
- Determining the cost of operating machinery
- Determining the cost of using credit
- Budgeting crop enterprises
- The farm outlook
- Soil and water management problems
- Using artificial breeding
- Wintering beef cattle

In each of these topics the emphasis was on how to cut cost. Since a farmer has little or nothing to do with prices, our young farmers were mainly concerned with what they might do to reduce the cost of producing a given unit.

I believe the conference method to be one of the best methods for teaching young farmers. Every young farmer is different and has had a different area of experience. Since as a teacher you want the individual to arrive at his own decision, the conference method is extremely useful for this purpose. Lectures have a place if they are used for short periods of time. Discussions are good, but difficult to handle or control. Demonstrations are excellent for shop instruction and on the farm and for practice after the demonstration. The use of visual aids will add much to a class for young farmers. I have found slides and filmstrips to be extremely useful. I am particularly fond of the overhead projector as a visual aid for adults. Its adaptation to a wide range of presentations makes it very useful and interesting to the teaching process. Movies have a place, I suppose, but it is very difficult to get one that has exactly what you want to present. Young farmers whom I teach do not want to be entertained in a classroom situation. Generally, our young farmers are quite serious about the classes that they attend, and they are most eager to make a success of their farming programs. These young men want to take advantage of every opportunity that is available to them in order that they might succeed.

The topics for discussion I believe should have at least a general interest to most of the young farmers. I have no two young farmers with exactly the same farming program, but there are areas of common interest or overlapping knowledge. Here is where a teacher has to do a good job of helping his young farmers in their selection of topics. Problems that pertain only to one individual may best be handled on a visit to that individual. This is not to say that a topic should be 100 per cent interesting to all in order to be taught in the classroom. Sometimes the dairy farmer needs to know the problems of the beef farmer. Topics that are seasonable should be considered "in season". Other topics such as farm machine repair or the economic outlook for farming may be considered during class sessions in the winter months.

Maybe I am too prejudiced when it comes to the instructor or the young farmer classes. I am inclined to say that the vo-ag teacher should teach most of the classes to these young farmers for best results. Resource or outside personnel are fine as consultants, but may do a poor job in teaching the young farmers. Often these people are just not familiar with the young farmers farming situation, and through no fault of their own they just don't provide the help that the young farmers want or need. If outside personnel are used, I strongly advise the teacher of vocational agriculture to explain to the guest teacher just what he wants for the class and give him as much background as possible on the members of the class. In my experience, I have not found outside people too useful in teaching young farmer classes.

I find it advisable to have at least one class or activity for each month of the year for the young farmers. Special classes or a period of concentration is best suited for the winter months or the "off season" of farm work. In this concentration period, I have followed a series of classes that tie in very closely such as a welding unit or farm management. Usually, we will have a class each week for a period of four to six weeks for these special classes.

The length of the class period may be largely a matter of opinion, but I try to keep it in the 1 1/2 hour category. Young farmers I find will stay longer for a class session than older farmers, but I plan each class session to end in 1 1/2 hours. A lot of informal discussion seems to come up after every class, and I always find myself talking to this group long after the class session has ended. This informal discussion, I am sure, is most profitable to these young men, and if a teacher is alert he will learn a great deal more about these young men.

Never underestimate the knowledge or experience of a young farmer group. As a teacher you might think you have a lot of knowledge, but these men may show you up quite often. Many of them have followed a particular line of thought for a long time before they approach you on the subject. Often they have read a great deal more about the problem too. Since these young farmers are quite familiar with a given subject or problem, it is very desirable to allow them to speak up in class or enter the discussion as much as possible. No one of them may have the answer, but collectively they may. Wherever possible, I believe that it is good to use an individual young farmer to give the benefit of his experience and knowledge to the group. It is simply a means of increasing his ego and helps him to become more confident of himself.

The education level of the group may vary a great deal. For instance, in my group, I have an eighth grade dropout and one with a college degree in the field of agriculture. This is not an impossible teaching situation, but rather lends itself toward a good teaching situation since the range of experience will be greater. However, this difference in educational level must be taken into consideration as I plan the lesson.

Maybe at this point, we should discuss the use of tests and examinations in reference to the teaching of young farmers. In my opinion, formal tests and examinations as such have no place in teaching these young farmers. However, I have used quizzes both as a motivating device and as a means of putting in an element of friendly competition. This seems to be accepted by my young farmer group. I have used written problems with some degree of success, but here again the difference in the educational level interferes. If the problem is difficult some of the young farmers may not try to solve it at all.

This was the type of experience that I had last year in teaching a unit on "Using Farm Credit." A problem was given each member in the class to determine the true rate of interest from a rate of given facts. Several members of the class found it too difficult even after we had gone over several practice problems. However, if we get the individual to understand what should be taken into consideration in solving his problems then we have accomplished something in the teaching-learning process. Young farmers need to recognize, that when they don't know how to solve their problems, they should seek out competent authorities such as the teacher of vocational agriculture.

To conclude this presentation, let me put one final word to the teacher of vocational agriculture. The lesson plan for teaching young farmers should be thoroughly completed. What goes into a good lesson should be included. There is no substitute for good teaching procedures. These young men expect a good class, and the teacher should be prepared to give them one. You might get by teaching all-day students with a half prepared lesson plan, but you will not with young farmers. They are alert and know when you tread in the area of the unknown. If you want to see these young men back at your next class you must, as a teacher of vocational agriculture, seek to meet their needs in the instructional program in the classroom.

Questions asked and answered after the topic --

DEVELOPING AND CONDUCTING THE INSTRUCTIONAL PROGRAM

1. How should resource persons be used in supplementing and enriching young farmer instruction?

   Use as resource persons only and not as teachers unless they are trained in the techniques and methodology of teaching.

2. What suggestions would teachers have for motivating other teachers?

   a. Invite teacher to see successful, on-going young farmer programs.
   b. Secure help from teacher-trainers and supervisors in motivating.

3. How is classroom and on-farm work planned?

   Planning for classroom instruction comes first. Time left over goes to on-farm planning and invitations.

4. How important is the club aspect as compared to the instructional program?

   It is very important in motivating.

5. What is done in Virginia to improve the philosophy of teachers?

   Emphasis is placed on attitudes and philosophy toward the program by teacher-trainers at Virginia State College and Virginia Polytechnic Institute.

6. What is the relationship of the vocational agriculture teachers' work with young farmers to the extension work?

   Very good. There is a large enough job for both.

7. How much use is made of advisory councils?

   Advisory councils help in numerous ways, such as in planning, increasing attendance, etc.

8. What is the relationship of farm organizations in the community to the young farmer organization?

   There is no conflict of services or policy at present.

ON-FARM INSTRUCTION AND LABORATORY

Roy Denniston
Connecticut

I am employed by the Housatonic Valley Regional High School covering ten townships in the Northwestern corner of Connecticut.

Dairy farming is the predominant enterprise and there are 120 commercial farms in the area served. Although the number of farms has declined slightly, more milk is being produced now than before in the area.

There are four (4) teachers in our Vocational Agricultural Center:

1 - Ornamental Horticulture
1 - Agri-Mechanics
1 - Animal Science Department Head
1 - Full-time adult instructor working with young and adult farmers, which is my job.

Basically, our finding is set up so that all excess costs incurred by the town in operating the agriculture program is paid by the state.

In order to better understand the program, I should explain that we do share specialties. For example, the Agri-Mechanics man teaches welding to adults; the Ornamental Horticulture man teaches a course in landscaping for adults.

The young and adult farmer program in our school has evolved over a 20-year period. We cut our pie a different way in Connecticut. We have four different groups, although we may not treat each as an individual class.

WHAT IS A YOUNG FARMER?

I define a young farmer as a man, age 16 or over, out of school and in the process of becoming established in farming or related occupations.

ADULT FARMER

He establishes interest in farm business analysis and keeps farmers that may not have been in the program before and are new in the area up to date.

ADULT FARMERS WHO HAVE BEEN IN THE PROGRAM FROM THE BEGINNING

We do have quite a range in ages from 19 to 60 years. We aim courses at certain levels or groups. For example, for young farmers getting started we offer a course which incudes:

Instruction on: Selecting farms
Planning financing
Making the most profitable use of credit
Proper use of personal and farm insurance
Estate planning or transfer where appropriate

I feel one of the greatest dangers to Young and Adult Farmer Programs occurs when situations exist where the agriculture teacher cannot devote the majority of his time to the adult program. Where this situation exists too often, a shotgun approach will result. The agriculture teacher is forced to limit the scope of his program, particularly on farm instruction.

The area in which I believe the adult agriculture instructor can do the most good is in farm business management.

In the past 25 years we have been living through a scientific and technological revolution. Farmers have made tremendous strides in producing more milk per cow and more tons or bushels per acre.

I believe we are now in the beginning of a new business management revolution which I feel will have a greater scope than the scientific and technological revolution.

The future ability of all farmers, particularly young farmers, to make good and profitable decisions cannot be overemphasized. Too many decisions are tied to personal preference and tradition in the absence of good farm business analysis records (or all the facts). These absences of complete and carefully kept records and accounts in making critical decisions is what Milo Peterson refers to as "flying by the seat of his pants". The manufacturing business and industry (and here I am referring to the non-agricultural sector) know exactly how much it costs them to produce any unit or product, and they are working continuously to increase their efficiency! Industrial training programs are going on continually in our universities.

1. I ask you how many young farmers know how much it costs them to produce any unit or product -- Example: 100 lbs. of milk?

2. How many have complete well-kept farm analysis records?

3. How many are using or are ready to use modern accounting procedures and electronic computing to interpret better use of their records?

We have the tools to assist in obtaining this information; we know the importance of this area.

I feel we have definite responsibility to help, especially young farmers, so that they can have accurate, carefully kept records to anaylze for business planning and reorganization.

The adult agriculture instructor is in a unique position to accomplish this emphasis on farm business management.

1. You, as the instructor, can develop the image of your job as that of helping young farmers. You are not the salesman. The student must have confidence in what you say, and he will after you have worked with him successfully for a while.

2. The instructor can have limited enrollment and can make frequent visits even to the point of one month for getting records started the first year. Our dairy farm business group averages four to six visits in one year.

3. Working closely with young farmers during the on-farm instructional visits you can obtain a better understanding of the farm families' goals and objectives.

4. Because of your intimate knowledge of this farmer's situation you are better able to assist the young farmer in using and implementing the practices covered in classroom instruction or in the solution of his many other problems.

Saying it another way, On-Farm Instruction is the heart of our Young and Adult Farmer Program.

On-farm instructional visits are made for these three reasons:

1. As a follow-up and application of classroom instruction to incorporate the practices into the young farmers' own business.

2. For special problems of individual farmers relating to his business.

3. As an evaluation of the years' programs and expression of future course offerings of interest.

I often will spend from 5 to 20 hours preparing for the one farm instructional visit -- some examples would be:

1. Complex feeding problem with protein balance
2. Farm business analysis
3. Business reorganization and budgeting or construction plans

In many cases I spend the time getting enough accurate information so the farmer can make an intelligent decision. I feel it is my responsibility to get the young farmer to identify all the alternatives and help him to obtain as much accurate information as possible.

However, let the farmer make the decision. He is the one who is paying for it.

I like to schedule appointments for on-farm instruction several days to a week in advance. I found out early that you are not going to tell Connecticut farmers what to do. My job is to get this young farmer to ask the right questions.

When I arrive at the farm, I restate the purpose of the visit. While at the farm I plan to go over the records.

DHIA including feeding
Cash Account-Inventory at that time of year
Review Tax Problems -- help him to fill out his tax forms.
Complete figures for November and
estimate December. Plan for the
rest of the year.

Field Crop Records:

I like to go over his plans for improvement and to recognize new problems and answer other questions the young farmer may have with special application to his business and situation. There are some personal questions he will not ask in class.

I always have something to praise (maybe his progress) and something he can improve on.

Back at the school, I have a folder on each young and adult farmer. I keep all problems, areas of interest, and promises made. I also keep a time sheet to account for all time spent for my own and administrative use. I use a frequency chart of time visit broken down by months so I don't miss anyone.

On-farm Instruction naturally should and does take most of my time. It is sometimes possible to make two or three visits together.

For example, three men are interested in constructing bunker silos. We can get together and visit one or two local farms, discuss how they constructed their bunker silos, and adapt it to each farmer situation. Another example is, two farmers who were interested in high moisture corn. I was able to locate in the neighboring state through the county agriculture agents several farms that were satisfactorily using this practice, and we visited them. We also allow enrolled students to use the shop by special arrangement.

I think that twilight meetings and group demonstration trials are ways of both bringing out desirable or approved practices and giving some recognition for accomplishment.

Often I will get a phone call from a farmer on a particular problem, or he will mention it when I visit. If this is a pressing problem, one he is working on at the present time, I feel it is very important to get back to see him that week. If I put it off, he will already have made the decision or gone to someone else.

Many farm business problems cannot be solved in one visit. You may need three or more on-farm instructional sessions.

Of course, any discussion of on-farm instruction would be incomplete without considering the social and family relationship. Since the wife plays such an important role in success or failure of the young farmer, the views she has of the young farmer program and rural farm life must also become a concern of the instructor.

When making visit it is also important that you know the right people. I can think of a mother of two sons -- 30 and 35 years old. She is very influential in the decisions made. It is important to include her in the on-farm instructional visit.

It is good to get away from the school once in a while and utilize some of the community resources. For a program to be successful, I feel you must coordinate and cooperate with Extension Service, Farm Credit Agencies, Agricultural Industry and other community organizations. We need them and they need us.

A few observations in our program:

The more education a farmer has had the more he seems to want.

It is the high school graduate and college graduate that call up requesting the information and want you to visit. I also find that the businesses where I have done the most on-farm instruction want me back more frequently.

I think it is important that the adult instructor should have a positive attitude and enthusiasm toward farming and farm people.

In-service teacher training programs are needed and would be most helpful in keeping teachers up to date and in helping them do a better job.

In conclusion, the need for young farmer education with an emphasis on systematic instruction in farm business management with adequate time for on-farm instruction is greater now than ever before.

ON-FARM INSTRUCTION

T. Dean Witmer
Pennsylvania

Background Information and Assumptions Relative to the Pennsylvania Program:

There are approximately 900 secondary schools in the state, 233 vocational agriculture departments and 112 schools with Young Farmer Progams. There are 45 local Young Farmer Associations with approximately 1,200 state members, total. There are 125 teachers doing Young Farmer work and 12 full-time teachers in Young Farmer work.

Departments conducting good Young Farmer Programs are never in danger of being closed, and the success of the Young Farmer Program depends on good On-Farm Instruction which must meet the young farmers' need. The teachers' workload should accommodate 35 to 50 students each day.

On-Farm Instruction Fulfills the Following Obligations:

1. Meets the needs of the individual.
2. Provides the meaningful instruction in these critical times.
3. Meets and solves significant problems.
4. Plans for future growth and development.
5. Provides supervisors and individual attention.
6. Serves as good public relations.
7. Recognizes students' interests.

The Results of On-Farm Instruction are:

1. Personal satisfaction from accomplishments and improvements.
2. Economic stability for individual.
3. Community improvement through leadership.
4. Greater economic wealth for the community.

THE KANSAS YOUNG FARM WIVES ASSOCIATION

W. A. Rawson
Kansas

After the organization of the Kansas Young Farmers in 1963, it became evident that the wives of young farmers should have a similar association. Several groups of wives were meeting in classes over the State and a committee of women met in 1963 to draw up a constitution for the organization. Kansas Young Farm Wives was the name selected, and officers were elected during the Young Farmers Convention in 1964.

Leadership for the group at the local level comes from different sources. Originally it was hoped the vocational home economics teacher would be the advisor for the Young Farm Wives' classes. This did not develop in Kansas and very few home economics teachers have a part in this organization. The vocational agriculture teacher's wife, the wife of a young farmer with leadership ability, or the extension specialist act as advisors to local Young Farm Wives' classes. The pay for the advisor of the wives' classes comes from adult education funds under home economics. The reimbursement is at the rate of $2.50 per class hour taught, with an average of 20 hours of instruction per year. The advisor is approved by the home economics department of vocational education. Many wives of young farmers hold college degrees and are excellent leaders. A few of the wives' chapters use these people as advisors. Home demonstration agents are the leaders of three classes and vo-ag teachers' wives are advisors to eight classes.

Here are three reasons for the success of the Kansas Young Farmer Wives classes:

1. Similar ages and family problems of the Young Farm Wives.

2. Complex farming operations demand closer working partnership between the farmer and his wife.

3. The changing rural social life shows a lack of functions that involve the farm family.

Although many farm families seek recreation in cities and towns, there is a lack of opportunity for these families to get acquainted with their country neighbors. Rural areas have few country schools, no Saturday nights in town, and fewer country churches. These places served in the last generations' day as community gathering places and information disseminating areas. Changes in social structures have brought a veritable void for the young farmer's wife in the social scheme of rural America. The strength of the Young Farmers class lies in a successful wives group with each new men's class. The value of a well-organized wives' class is clearly seen when wives wish to belong badly enough to encourage the husband to belong to the Young Farmers class. The family who belongs to an educational class organized by people like themselves and operated by the group for the purpose of bettering themselves will not interest the marginal farm family. The trend in young farmer classes in Kansas has been toward the better type of farm family. Progress in agriculture education cannot be made with the half-time farmer. The organization of a total educational program for a farmer cannot be done without respecting the importance of the farmer's wife. Farmers of the future must be full time to be successful, and there will be few operating farmers without the full support and guidance from the farm wife.

There are no dues in the Kansas Young Farm Wives' Organization. The money to operate the organization comes from the men's group as a per cent of its dues. The activities of the wives group inspires participation of farm wives. The newsletter has a section for the wives' activities and the editor gets more material than can be printed in the section.

The enthusiasm of the Kansas Young Farm Wives' Organization has meant a great deal in promoting Young Farmer Education in Kansas.

Sample programs for wives classes include:

Modern Housekeeping Improvements
Home Communications
First Aid for the Home
Meat Cutting Demonstration
Cake Decorating Procedures
Bread Making
Upholstering
Landscaping and Gardening
Christmas Decorations
Income Tax Returns
Carpet Care and Stain Removal
Ourdoor Cookery
Hair Styling
Fitting of Patterns
Gift Wrapping
Floral Arrangements
Small Appliances
Parent Education (Sex)
Ceramics
Childhood Diseases and Immunizations
How to Knit
Feather Flowers
Jewelry Making
Cosmetic Demonstration
Hat Making
Candy Making
What to teach pre-school children
Wheat Products
How to make Bound Buttonholes
Lamps and lighting
Cleaning and Adjusting a Sewing Machine
Diet and Nutrition
Mental Health
Family Homemaking

A SUCCESSFUL YOUNG FARMER CONVENTION

Methods used by the State Association of Young Farmers of Texas

Calvin Baker
Texas

I. The needs, purposes, and goals of the Convention are determined far in advance.

II. Planning the Convention.

A. Selecting the site and date.

1. An appropriate and adequate site may be selected by several methods:

a. Appointment of a Committee of State officers for this purpose.
b. Sites may be nominated by Young Farmer members at a previous State Convention and selected by a majority vote of delegates.

2. Date of the Convention should be set by the Executive Committee.

B. Selection of the General Chairman and Convention Officers.

1. An Honorary General Chairmanship is bestowed on a local businessman to help develop local interest and support.

2. Young Farmer Association Officers serve as regular Convention Officers.

C. Selection and Appointment of Members of a Convention General Committee.

1. Young Farmer State Officers.

2. Young Farmer State Officers - elect.

3. Agricultural Education staff members.

4. Collegiate Agricultural Education Department heads.

5. Local Vocational Agriculture teachers.

6. Representatives of supporting Agri-business firms.

7. Agricultural journalist and radio-T.V. personnel.

D. Division of the General Convention Committee into working Sub-Committees:

1. Publicity
2. Finance
3. Registration
4. Special arrangment
5. Awards Program
6. Banquet('s)
7. Luncheon ('s)
8. Program
9. Housing
10. Attendance
11. Entertainment
12. Program of work (goals)
13. Audit and budget
14. Officers Nominating and Election

E. Convention Committee meetings

1. A general Convention Committee meeting should be held at the Convention site at least 4 months prior to the Convention date.

    a. Such items as food, functions, housing, floor plans, Sub-Committee appointments, etc., should be discussed at this time.

2. Other meetings of the General Committee, or Sub-Committees should be held as needed.

3. All Sub-Committees should meet at the Convention site at least one day prior to the Convention to assure coordination of plans and activities.

III. The Convention General Session

A. Convene and adjourn at the appointed hour.

B. Conduct in a pleasant congenial manner.

C. Plan sessions not so long as to tire the delegates.

D. Conduct sessions in adequate parliamentary manner as customary to the designs of your particular association.

E. Stick to the schedule as printed in the program.

F. Provide items of interest on the program other than regular business such as talks on new agricultural developments, panel discussions, door prize drawings, musical entertainment, appearance of celebrities, humorous speakers, etc.

G. Utilize all State Officers and State Officers Elect in responsible activities during Convention sessions.

IV. Financing the Convention

A. Registration fees

1. Hold to a minimum to insure larger attendance.

2. Charge adequate amount to meet reasonable proportion of expenses.

B. Sale of Exhibit Booths

1. An adequate number should be sold at a reasonable price to assure payment of all Convention expenses.

2. Booths should be sold at least 4-6 months prior to the Convention in order to eliminate last minute complications.

C. The Association should maintain adequate reserve funds to meet emergencies should they develop.

D. Solicit sponsoring business firms for support in financing such items as award programs, trophies, etc.

V. Luncheon, Banquets, and Dinners

A. Should be either reasonably priced, free, or included in the cost of registration.

B. Should be well planned and carried out in a smooth, professional, manner.

C. An ideal means to provide humorous entertainment.

D. Should be designed to highlight the Associations Awards Program.

VI. The Awards Program

A. May be included as part of the banquet or luncheon programs or as part of Convention general sessions.

B. Recognition of outstanding accomplishments of Chapters, officers, members, advisors, business friends, etc.

Serves to round out a well planned Young Farmer Education Program.

C. Possible awards programs to be considered:

1. Outstanding Young Farmer
2. Outstanding Chapters
3. Outstanding new chapters
4. Farm Management
5. Leadership
6. Retiring officers
7. Distinguished service
8. Honorary membership
9. Publicity or public relations
10. Chapter Advisor Award
11. Area or Regional Award
12. Membership growth
13. Farm improvement
14. Press, Committees, Etc.
15. Recognition of exhibitors
16. Special awards as needed

VII. Additional items to be considered when planning and arranging the Convention:

A. Convention tours, feature speakers, special entertainment.

B. Plan program to be interesting and appealing at all times.

C. Provide adequate recess and break periods.

D. Plan Convention to attract interest of members from all areas to encourage large turn-out.

E. Consider special dinner to honor members of the press, sponsors, etc.

F. Provide for ample committee meeting time during the Convention.

SOME STATEMENTS ON RELATIONSHIPS WITH FARM ORGANIZATIONS

J. L. Branch
Georgia

1. We have a fine working relationship with Farm Bureau in Georgia. The Farm Bureau is the main farm organization in Georgia.
2. The Farm Bureau sponsors activities in FFA. It also has long supported our total program.
3. The President of the Farm Bureau is a product of Vo-Ag and FFA.
4. The "Farm Bureau News" carries articles each month on Vo-Ag and FFA.
5. In the Young Farmer Program we are organized on the local level. The Farm Bureau feels it can help the Young Farmer Program and will make personnel available to work with the program. There is no conflict with organizations since we are nonprofit, nonpartisan, and educational.
6. We meet with Farm Bureau Board of Directors to explain total Vo-Ag Program with emphasis on expansion of the Young Farmer Program.
7. Teachers of Vo-Ag work with Farm Bureau Chapters locally and meet with the Board of Directors and others.
8. Our staff attends the Farm Bureau Convention and other activities.
9. Many of our young farmers are very prominent in Farm Bureau work.
10. Farm Bureau has a Farm Business Analysis Department, which farmers may use for a fee.
11. Locally, Farm Bureau Chapters sponsor many activities, shows, fairs, etc., for the 4-H and FFA.
12. In our area teacher and Young Farmer Teacher Program, there are 21 area teachers paid 100% from state funds, 15 young farmer teachers paid 90% state funds, and all teachers in Georgia carry on Adult and Young Farmer Programs.

DEVELOPING THE ORGANIZATIONAL STRUCTURE ON THE LOCAL LEVEL

Allen Stephens
Weber State College
Utah

After having taught day students and young farmers in one program and only young farmers at Weber State College, I would like to state how much easier it is to keep enthused and do a better job as an advisor to young farmers if you are full time in young farmer programs.

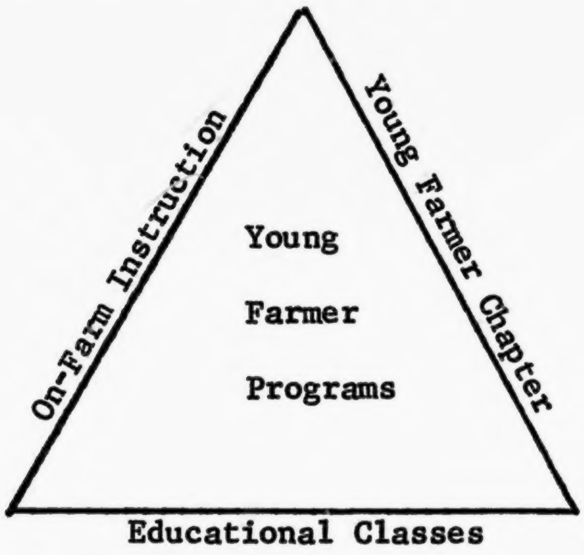
The three phases of a young farmer program as I see it:

1. Formal educational classes

2. On-the-farm instruction

3. Organized young farmer chapter

Compared to an equilateral triangle, it looks like this:



From my experience I have found that every class must be organized and taught with a purpose or the young farmers will not participate.

Young Farmers are no different from other students, as far as using good teaching methods and the use of visual aids are concerned.

Classes are held where the young farmers' wives are encouraged to participate.

Some of these classes are:

1. Farm records
2. Farm law
4. Landscapeing
5. Ornamental horticulture plant materials

It is important for well planned on-the-farm visits for the advisor to sit down with the young farmer and his wife to make plans and decisions.

Classes at Weber State College are listed in the general catalog. The **Vocational** Agriculture Department offers 45 different classes on quarterly schedules. The classes are in livestock, crops, horticulture, agricultural mechanics and farm management fields. Trained specialists are hired instructing these classes as the need arises.

Classes should be taught as need for classes arise. For example, a weed and insect eradication class is being taught spring and summer quarters. Two field sprayers are available for use by young farmers enrolled in the class. Formal classes are held in the early spring, and as different insects or weeds need spraying. The lab periods are held on the farms to show how to mix chemicals safely and how to calculate the sprayer and operations of sprayer.

A field laboratory class is offered and is taught on the farm to small groups or individually. This gives the vo-ag instructor an opportunity to teach and assist young farmers with their immediate problems and to lay the ground work for long-range planning.

Some of the other equipment we have as a chapter to assist teaching skills and techniques are portable gas driven welder, power tools, cement mixer, paint sprayer, squeeze chute, calf table, steam cleaner, power tools, and large wrenches.

Some of the Young Farmer activities are:

1. Family parties (swimming, picnics, trail rides)
2. With wives -- steak fry, banquet
3. Field trips, tours
4. Monthly educational meeting (3rd Thursday)
5. State Young Farmer activities (tours, convention, awards)
6. Community improvement projects
7. Projects as a chapter (building picnic tables, fruit dryers, etc.)

Young farmers help and enjoy these community and county activities:

1. Dairy show
2. Fairs
3. Assist FFA and 4-H tractor driving contest
4. Livestock show

We are organized with the following officers:

President

Vice-President

Secretary

Treasurer

Reporter

Six area directors and past president

These men act as our chapter directors. They plan meetings, class schedules, parties and all other activities.

We have the following standing committees with each director as chairman of a committee:

1. Membership and Attendance
2. Community Service
3. Cooperative
4. Tours, field trips
5. Education
6. Recreation

Each area director is responsible for notifying his area members of classes being held, meetings, parties, etc.

A member of Weber State College Young Farmers has been ill with heart trouble and heart surgery, and the young farmers have done his farming over the past year.

Keep the young farmer abreast of all new materials that are published. Obtain pamphlets, duplicate and summarize articles and books, and work with extension services in mailing materials to your young farmers. The agricultural agents have been very cooperative to work with and have given much unselfish assistance.

The "Idea of the Month" is mailed with the chapter monthly newsletter. This may be a set of plans, summary of an article, a chart, or some idea that may assist the young farmers. A for sale or trade list is sent out monthly in the newsletter and is popular with young farmers.

Our president (if a member of the Farm Bureau) is automatically a director on our County Farm Bureau Board. An organization for the wives is vital to assist in reaching many young farmers.

I challenge all the leaders in our Agricultural Education Department to sit down and plan how we can effectively provide the young farmers of this nation with a modern education in agriculture.

ORGANIZATIONAL STRUCTURE OF A STATE YOUNG FARMER ASSOCIATION

George Roland
California

1. Sponsoring Agency: Agricultural Education, State Education Agency.

   a. Serves as a coordinator for the entire state-wide Young Farmer Education Program.

   b. Supplies necessary personnel to assure progress and success of the organization.

      1) State Advisor - Director of Agricultural Education. May be full-time or part-time.

      2) State Executive Secretary - May be desirable if a full-time advisor is not available.

   c. State Advisor and Executive Secretary serve as ex-officio members of the State Association Executive Committee.

   d. Supplies necessary secretarial, clerical and materiel support.

   e. Lends its prestige to all Young Farmer Association efforts.

   f. Serves as sponsoring agency for regional Young Farmer Association.

2. The State Association of Young Farmers:

   a. Purpose: To encourage and develop Young Farmer Education.

   b. Constitution and bylaws:

      1) Designed to afford the framework for a workable and organized Young Farmer Association.

   c. State Officers: Elected as prescribed in the constitution and bylaws.

      1) Duties of officers:
         President, Vice-President, College Vice-President, Secretary, Treasurer, Reporter, etc., elected by majority of voting delegates at the State Convention. Nominations may be made by a nominating committee or from the floor.

      2) State officers are elected to equally represent all areas or regions of the state.

3) State officers serve as members of the Executive Committee.

4) State officers perform any duty necessary to ensure the success of the Association and its projects.

d. The Executive Committee: Responsible for conducting buisness of the State Association.

1) Consists of State officers, regional Presidents and Immediate Past President.

3. The Regional Young Farmer Association:

a. Set up as prescribed in the State and Regional constitution and bylaws.

b. Serves as an effective apparatus for developing the awards program across the state and for training qualified leaders for state office.

c. Officers:

1) Elected from the local chapters as set out in the constitution and bylaws.

2) Responsible for carrying out all business arising pertaining to regional association.

d. Advisor:

1) The Regional Supervisor of Vocational Agriculture.

2) Helps to coordinate activities of the regional association.

3) Serves as an ex-officio member of the regional Executive Committee.

4) Serves as an effective go-between for the regional association and local chapters.

4. The Local Chapter:

a. Serves as an effective means of providing needed educational programs, recreational activities, and leadership training for local young farmers.

b. Set up as prescribed in State, Area, and Local constitution and bylaws.

c. Officers:

1) Usually consist of President, Vice-President, Secretary, Treasurer, and Reporter.

2) Carry most of the responsibility for carrying out the chapter program of work.

3) Serve with the immediate Past President as members of the chapter Executive Committee.

d. Advisors:

1) The local teacher of vocational agriculture serves as local chapter advisor.

2) The advisor lends all necessary advice and assistance to members, officers, committees, etc., to develop a well-planned and executed program of chapter activities.

e. Committees:

1) Sufficient committees should be appointed as needed to help assure the success of the local program.

f. Local Membership:

1) Local membership is divided into three groups:

   a) Active: between high school and 36 years of age.

   b) Associate: over 35 years of age.

   c) Honorary: supporters of the Young Farmer Program.

2) The strength and ultimate success of the Local, Area, and State Young Farmer Association depends upon the local members.

3) Continuous and determined efforts should be carried on to assure that sufficient members of the Active age group are being enlisted in the program. This will assure a local chapter and the Regional and State Associations the continued supply of young leaders needed, and will also help to assure the added support of Agri-business firms, educational groups, farm organizations, etc. A local Young Farmer Chapter can succeed only if it has enough dedicated and determined members to make the program work.

DEVELOPING THE ORGANIZATIONAL STRUCTURE ON THE NATIONAL LEVEL

Dr. Glenn Stevens
Pennsylvania State University

Leadership development is a very important adult education objective. Participating experiences are required to achieve it. Each individual must have real responsibilities in situations that involve personal and group goods that have value and meaning. A local school Young Farmer Association whose members are the persons enrolled in the post-high school classes in agriculture today, serves important leadership training functions in many communities in an increasing number of states. Utah, Arizona, Hawaii, California, Nebraska, Kansas, Ohio, Indiana, Kentucky, Texas, South Carolina, Virginia and Pennsylvania have had five to more than twenty-five years' experience with state associations of affiliated local units, that may be called chapters. Membership is open to everyone enrolled in the adult education program in agriculture in the school.

The Young Farmer Association operates with a set of bylaws, has a definite officer and committee structure and prepares and carries out a written annual program of activities. Prominent in the goals of the organization are items that support the program of class instruction; the activities relate to ways in which the members assist the teachers of agriculture with their instructional responsibilities. The Association may raise funds for teaching materials, for leadership activities, and for community service. Committees are assigned to obtain instructional aid from resource persons. Arrangements for transportation on field trips and tours are handled by the members. The executive committee is a very fine department advisory council. In a growing frequency of instances, one member accepts responsibility for individual instruction of another. This is a planned aid to diffusion of improved practices and new knowledge in the community.

A young adult student organization is related to individual on-farm or on-the-job instruction more in terms of its contribution to improved family and community living than as a requirement in instruction that leads to advance in occupational skill and efficiency. A Young Farmer Association program of work generally includes community service activities along with social and recreational activities. Wives of the members participate in some of the projects, meetings and events. Training obtained frequently results in the young farmer becoming a member and leader in state and national farm organizations and in regional civic groups.

In summary, each young adult farmer is the primary focus of planned learning experiences, the local or area school or community college is the efficient educational unit, and the local and state Young Farmer Association provide opportunities for leadership development, personality enrichment, and community service. Exchange of details of program innovations among young farmer leaders in different states, with resultant discovery of similarity in objectives, activities, and outcomes, yields a national perspective of great significance to each young farmer citizen and makes him better able to perceive his role in agriculture in the world of the future.

Dr. Stevens discussed the possibility of young farmer representatives from each state, and their wives, attending the AVA convention in Cleveland and discussing the matter. Calvin Baker, President of the Texas Young Farmer Association, responded to Dr. Stevens' suggestion by stating that time should be allowed to give every state a chance to receive all information and communication concerning the proposed move. It was stated also by others that state associations had not planned or budgeted for such activity. It was further suggested by Dr. Stevens that state associations that could not arrange to send young farmer delegates could ask a teacher-educator or supervisor to attend the meeting in Cleveland and report back. He also stated that only discussions and needed research would take place in the meeting.

NEED FOR EVALUATION OF YOUNG FARMER EDUCATION PROGRAMS

M. C. Gaar
Atlanta, Georgia

As we refer to the young farmer, it is becoming increasingly evident that we should have in mind more precise characteristics of who and what a young farmer actually is. To continue with the traditional and loose description of who and what he is, is most difficult to communicate with clarity.

To say that he may be single or married, resides with his parents or owns his own home, may be a drop-out or a college graduate, may be 16, 20, 25, 30, or 40 or more years old (and certainly many of them are), or that the status of farming establishment may range widely even at the lower age level, is to make communication, with or about him, nebulous indeed.

In any event, much study is needed to determine who is a young farmer and when he becomes an adult farmer. It may be that the term farming should be replaced by a more appropriate term which more nearly describes the expanding areas of production of food and fiber and which will include farming and/or ranching.

I. Definition of Young Farmers

   A. Contrast between young farmers and adults
   B. Is the term "young farmer" appropriate?

II. If terminology is appropriate:

   A. Determine appropriate age range
   B. Determine appropriate establishment status
   C. When should young farmers become adult farmers?
   D. Should there be a difference?
   E. What should be the difference?
   F. Why do some states report young farmers and adults together?

III. Number of individuals in school area by status of progressive establishment in farming or other agricultural occupations by:

   A. Age
   B. Owners
   C. Partnership
   D. Purchasing
   E. Renting or Leasing
   F. Sharecropping
   G. Other

IV. Number being contacted through:

   A. Systematic group instruction
   B. As individuals

V. Current Educational Status of Individuals as to:

- A. Years of school completed
  1. No schooling
  2. One to five years
  3. Six to eight years
  4. Nine to eleven years
  5. High School in:
     - a. Vocational Agriculture
     - b. Non-Vocational Agriculture
  6. College work:
     - a. One to three years in:
       - 1) Agriculture
       - 2) Non-Agriculture
     - b. College graduates in:
       - 1) Agriculture
       - 2) Non-Agriculture
- B. Functional facility in:
  1. Communications
  2. Economic preparations
  3. Civic life
  4. Social life
  5. Recreational life
  6. Religious life
  7. Cultural life
     - a. Music
     - b. Art
- C. Current Occupational Preparation
  1. Continuing preparation

VI. Marital Status as to:

- A. Family
- B. Size of Family
- C. Education of wife

VII. Involvement of wife in:

- A. Other than housewife activities and attitude
- B. Continuing education
- C. Social life
- D. Recreational life (picnics, etc.)
- E. Cultural life (art, etc.)

VIII. Educational Facilities Available:

- A. School facilities
- B. Instructors
- C. Supervision

IX. Attitude of Individuals:

- A. Those enrolled
- B. Those not enrolled

X. Attitude of School Administration

- A. State Board of Education
- B. Experience
  - 1. Preparation
  - 2. Experience
- C. State Supervisory Staff
  - 1. Preparation
  - 2. Experience
- D. Local Board of Education
- E. Local School Administration
- F. Teachers of Vocational Agriculture
  - 1. Preparation
  - 2. Experience
  - 3. Philosophy
- G. Teacher Education
  - 1. Student teaching center

XI. Teacher-time to:

- A. Contact
- B. Organize and/or coordinate needed education and training programs
- C. Follow up

XII. Need for Young Farmer Organization

- A. Local
- B. State
- C. National

THE SCOPE OF EVALUATION OF YOUNG FARMER EDUCATIONAL PROGRAMS IN VOCATIONAL EDUCATION

Robert R. Price
Oklahoma State University
Stillwater, Oklahoma

Effective evaluation of many programs seems too often prone to slip away from the main stream of group action and process. Far too often the evaluator tends to consider evaluation as an end in itself rather than a means of achieving successively constructive, and satisfying ends.

Evaluation need not be difficult, complicated or complex. However, to be meaningful to the group it must be directly related to accepted goals and objectives of which members of the group are thoroughly aware. Selling, practice and interpretation of evaluation belongs to the whole group.

Perhaps one of the most disappointing aspects of evaluation in the Young Farmer Educational Program has been the generally limited scope which we have been willing to accept. Far too often we have been content to limit our evaluation to items such as: rates of production, returns per acre, efficiency of gains in the feeding operation, reduction in costs of machine operation and the like. The use of such measurements in appraising the possible effectiveness of a vocationally oriented program is certainly appropriate, but we must ask ourselves if we can be content with such a limited scope of measurement.

1. To develop competencies in production agriculture
2. To develop competencies in non-farming agricultural occupations
3. To develop understandings of career opportunities in agriculture
4. To secure satisfactory placement and to advance in agriculture
5. To develop abilities for effective leadership
6. To develop human relations abilities

Would you not agree that traditionally we have tended to content ourselves with measuring the effectiveness of Young Farmer Programs in terms of objectives 1, 2, 3, and 4 and have neglected to concern ourselves with objectives 5 and 6? Yet all of us during the past three days have tended to give whole-hearted approval to what was quite obvious every time a young farmer has shared with us, that he, as a Young Farmer Association member had developed human abilities and qualities of effective leadership.

Young Farmer Programs have for years constituted some of our most effective adult education. We speak here of adult education in the more comprehensively definitive terms. In fact, we may consider adult education as any kind of learning that alters the way we think about something, changes the way we behave, or adds to our supply of information and knowledge. Establishing such a basic definition of adult education and applying it more specifically to Young Farmer group learning activities makes mandatory an expansion of the scope of any realistic attempt at evaluation.

Returning to a consideration of goals as a basis for effective evaluation, we would then look at some established and generally accepted major goals of Adult Education. Paul Bergevin in his recent publication, A Philosophy for Adult Education lists the following:

(a) to help the learner achieve a degree of happiness and meaning in life.
(b) to help the learner understand himself, his talents, and limitations, and his relationships with other persons.
(c) to help adults recognize and understand the need for life-long learning.
(d) to provide conditions and opportunities to help the adult advance in the maturation process spiritually, culturally, physically, politically and vocationally.
(e) to provide, where needed, education for survival, in literacy, vocational skills and health measures.

Applying these goals to Young Farmer Education, we can readily see that our scope of evaluation must be greatly broadened in comparison with the scope which we have traditionally used.

I would propose that we think in such terms as:

1. To what extent had each member of the group been enabled to advance in terms of personal development and achievement of a more personally satisfying life?

2. To what extent has the Young Farmer Organization provided opportunity for development and cultivation of leadership ability and satisfying group membership?

3. To what extent has the individual member been enabled to better understand his culture, more specifically the political and economic aspects?

4. To what extent have members of the group been stimulated to adopt newly approved practices in agriculture and in family living?

Briefly then, I propose that we establish a much broader scope for evaluation of Young Farmer Educational Programs. Certainly more consideration should be given to accomplishments brought about through Young Farmer Organizations. We should eventually place a great deal of weight upon tangible evidence in terms of the assumption on the part of members of community leadership roles and responsibilities. Not only should we look for success in terms of production and/or distributive and service agriculture, but also for evidence of both personal and group growth and development.

And now, although the foregoing remarks constitute my formal response to the program on the 'scope of evaluation', I should like to take advantage of the few minutes left of my time allocation to comment regarding some closely related matters.

Why has the Young Farmer and Adult Farmer Program developed so very well in some of the states but failed to make headway in others?

What has contributed to the accomplishments which were so evident in the programs which we visited yesterday? Last year while participating in a National Workshop of the Association of Teaching, I had the good fortune to hear a presentation by Arthur W. Combs, a very able and capable worker in the field of perceptual or Third Force Psychology. As an over-simplification I would present the basic tenent of his psychology as follows:

The Individual's Perceptions
of himself and his
Environment will Determine
His Behavior

Regarding Young and Adult Farmer Programs how do each of us perceive himself, whether we be a young farmer, a teacher of young farmers, a teacher educator, or a supervisor? Combs says, "each one of us behaves in terms of what seems to him to be appropriate for the kind of person he sees himself to be in the situation he is in at that moment."

I submit to you that it was no accident that such effective Young Farmer Programs have developed in the states of Ohio, Pennsylvania, Virginia, Texas, and a few others. Quite some years ago we had certain people, supervisors, teacher educators and others, who were able to "see themselves" as planners and promoters of Young Farmer Educational Programs. Here in Virginia we had Harry Sanders, Ed Bass, and T. J. Horne. In Pennsylvania a teacher educator whose own rich experiences as a local teacher of young farmers at Mifflenburg had been most satisfying, saw himself as a leader in the development of the Young and Adult Farmer Education movement. Glenn Stevens has indeed exerted a strong influence in the Pennsylvania program.

The fine programs which developed in Texas and Ohio, no doubt, were largely made possible because of the vision of state supervisors, George Hurt and Warren Weiler while a teacher educator in California accurately 'saw' what his role as Sid Sutherland should be in the developing Young Farmer Program. As a teacher educator I am constantly tormented by a bit of simple verse, author unidentified, but without a doubt a man who "saw himself" as a true teacher:

No printed word nor spoken plea
Can teach young minds what men should be,
Not all the books on all the shelves
But what the teachers are themselves.

Perhaps one of the most significant statements which we have heard during this week was made by Roy Swope, President of the Turner-Ashby Young Farmer Chapter. Roy said, "Speaking for myself, and other members of our local chapter, we want to better ourselves." We also heard O. Beverly Roller, teacher of vocational agriculture at Fort Defiance assert, "we must constantly ask ourselves, are they (young farmers) growing and becoming emotionally stable in the business of agriculture?" This viewpoint was further stressed by Richard Carter, teacher at Appomattox, who pointed out that, "The unique relationship which functions between the teacher and young farmers can be best described as one of friendliness and mutual respect." On the first day of this seminar we heard Ralph Bender, teacher educator from Ohio, assert, "We have to experience the program."

Perhaps, in closing my remarks, I should return to my assignment, that of suggesting an appropriate scope of evaluation for Young Farmer Programs. My charge to each of you there is to lift your eyes, think broadly, plan intentionally, establish goals and criteria for evaluation which reflect a perception of ourselves as people concerned with the welfare of other people, namely, young men engaged in the business of agriculture and abundant living!

CRITERIA FOR EVALUATING YOUNG FARMER EDUCATION

Dr. John H. Rodgers
Virginia Polytechnic Institute
Blacksburg, Virginia

When we consider evaluation as we have known it and as it is recommended by many in its various forms, we shudder as if a monster had been seen. In fact, as we read of evaluation there is every reason to believe we are facing a many headed monster. Many administrators, teachers, and others have suffered emotional shock, nervousness, fatigue and professional biliousness over the discussion of the topic. This is probably because each person speaks with authority on the subject, but in such vague terms that he cannot be understood. There appears to be no topic that will provoke more weasel words.

Suggestions for evaluating programs range from paper and pencil tests, to interviews with teachers, to community surveys, to a general counting of everything countable. The most important aspect, however, is to choose carefully the evaluation committee, usually a lay group sympathetic to the cause, who will do the counting, surveying, interviewing, etc. The procedure really gets wild at times. However, I want to impress upon you the fact that I am now desecrating a sacred cow. We have come to revere a word and hold it above reproach no matter how flagrantly it is prostituted.

We once surveyed situations, checked bank accounts and indebtedness, appraised property and placed a valuation on it, checked maps for distances, compared rates of different types of transportation, tested students, scrutinized a learning experience, etc. Now we evaluate everthing. Do we have criteria? Obviously not. What are criteria?

Here we find ourselves facing the monster again. Some say criteria must be measurable and specific. Others say they are general and deal with areas of investigation or raise general questions on which assorted information can be brought to bear.

How satisfied can we be with this hodge podge approach to something everybody is doing. Each person defends his approach and many times quotes words of wisdom in support of his argument, whereas, these same words might be interpreted to condemn his efforts.

There must be a better approach to evaluating educational programs. Other areas of the public school program are beginning to look to educational objectives as the basis for formulating criteria to be applied in determining how effectively they are doing what they propose to do. This approach goes back to the early work of Tyler et al.,which we have tended to ignore to an extent. However, we cannot ignore the fact that most evaluations in education have been disappointing, to say the least. Granted some have served a most useful purpose because of the wisdom of the persons involved rather than because of the approach to evaluation. In other words, some efforts have been fruitful in spite of the approach taken.

My experience tells me we have been concerned with the number of men enrolled in programs, the number of meetings held, the kind of organizational structure on the local level, the facilities involved, the number of persons in attendance at each meeting, the production level of commodities on the farm, the tenure of young farmers enrolled, and other aspects of the farming operation which might or might not reflect the effectiveness of the educational program in question. In fact there might not have been any attempt to teach knowledge, skills, etc., that would greatly influence many of the factors considered in most evaluations. Therefore, it would appear to me that these measures indicate the outcomes of something, but not necessarily the value or the effectiveness of a particular educational program.

The Outcomes of Learning

As educators we must remain cognizant that through the experiences which we provide for young farmers we will develop the outcomes of learning. As these outcomes of learning combine with physical, mental and other makeup of the individual, we see abilities develop. Abilities are salable and also very much in demand in owner-operated businesses; however, we do not teach abilities - we merely teach the elements which combine to form abilities. There is no teaching process that will produce abilities or competencies as such in a single teaching operation. A combination of outcomes of learning coupled with the characteristics possessed by individuals determines the degree of competency which a person exhibits. Therefore, ultimately we must present learning experiences that will bring about the desiged outcomes of learning. Logically, it follows that our criteria for evaluating educational programs should be largely based upon outcomes of learning rather than the ownership of land, progress in farming or tenure of young farmers enrolled in programs, haphazard appraisals and miscellaneous countings.

It is entirely possible for a young man to inherit an on-going business that is first rate in terms of production practices and of such a nature that it reflects high levels of competencies which were possessed by those who passed the property on. In other words, a few carefully chosen students such as this can make a program and teacher look mighty good. Some of this puts us in an indefensible position and is not in keeping with evolving approaches to educational evaluation.

Specific Objectives

In order to evaluate any educational program it is essential that we have objectives that lend themselves to measurement. Otherwise it is impossible to determine how effectively we are accomplishing the objectives as stated. When we do not have such stated objectives to guide our activities, how can we know what it is we are trying to do. Therefore, we quickly see that the effectiveness of evaluation depends very greatly upon how effectively we have formulated objectives in such a way that we attempt to measure the degree of accomplishment of the stated objectives.

The necessity for clearly stated objectives that are measurable and understandable to both teacher and student has been recognized in a number of projects such as the Physical Science Study Committee, CHEMS, BSSC, and UICSM. Although these projects embody a multitude of purposes, most of them are being approached basically from the standpoint of identifying the learning outcomes which youngsters in certain age or grade categories can logically be expected to comprehend and then setting about the tedious process of formulating objectives that would allow these learning outcomes to be approached in a logical sequence. PSSC has spent nearly twelve million dollars and a project designed to develop study materials, etc., for high school physics. The next aspect of this project is an evaluation of the materials developed. They hope to evaluate in terms of the objectives of the various courses developed and in terms of learning outcomes accomplished. They are faced with a monumental task and so are we. However, it is not an impossible task. I believe the general approach to evaluation being followed by these various projects dealing with other phases of public education are sound for our program. In fact, I believe that in order for our efforts in evaluation to be understood in future years we will have to consider measuring the outcomes of learning and thereby keep our approach to evaluation in line with the approach taken by the other subject matter areas of the school.

I don't question the need for our reporting system, neither do I question the advisability of gathering certain information which we might need to use for program justification. However, I do question the wisdom of attempting to limit evaluation to the gathering of data for program justification.

In summary let me observe that evaluative efforts as we have known them over the years leave a great deal to be desired. Most evaluative reports that I have read offer very little of value to the teacher to guide him in revamping his educational experience for students of young farmer and adult farmer education. I think we must realize that our efforts in evaluation are probably less well advanced than the efforts toward finding a positive cure for cancer. Realizing this, we have no alternative but to increase our efforts to formulate realistic criteria that attempt to measure educational outcomes rather than gathering extraneous data which we attempt to relate to what we are doing. Obviously this will take us away from some of the head counting that we have done in the past, but I believe it is time we seek a more defensible manner of evaluating our programs.

My plea is that we provide the time for some bright young men to tackle the problem of developing educational objectives in agricultural education and then appropriate criteria for evaluating programs in a professional and sophisticated manner. This will enable us to continue to provide the quality of leadership in education that we have provided in the past and that is so desperately needed today.

EXPECTED OUTCOMES OF EVALUATION IN YOUNG FARMER EDUCATION

J. W. Warren, Jr., Program Officer
Charlottesville, Virginia

The three previous speakers have presented to you the need for evaluation, the scope of evaluation, and the criteria for evaluation. During the next few minutes, let us take an overview of Expected Outcomes of Evaluation. All of us are concerned about the final consequence -- results or effects when our programs are to be evaluated.

Where are these outcomes expected, when are they expected, and why are they expected?

These outcomes are expected by the leaders on a national level at five-year intervals in compliance with the National Vocational Education Act of 1963.

State Departments of Education expect periodic assessments and appraisals of young farmer education as a specific means of determining outcomes.

The third level of public school administration concerned with expected outcomes of evaluation is local school boards, as a means of justifying expenditures and continuous support of young farmer education. Perhaps we can agree on these three levels of concern with expected outcomes of evaluation.

But there is another level of concern which I think is of most importance, and fundamental to expected outcomes of evaluation -- the principal, teacher, and local advisory committee. These are the grass roots of the evaluation process. All county, state, and national levels of expected outcomes of evaluation are dependent upon this departmental level of outcome.

Basis for Expected Outcomes

A state supervisor related this experience, "After spending some time with a teacher in his department and in the community, the teacher asked, 'How am I doing?' I replied, 'What are you trying to do?'" This experience, I think helps us to see clearly that specific expected outcomes are based upon what we are trying to do in your farmer education. Our program of work with its purposes, objectives, ways and means, is the guide and basis for determining expected outcomes. It is by these objectives we are able to accurately measure the specific degrees of results. The evaluative criteria makes possible comparison with the accepted state and national objectives of young farmer education.

Some Expected Outcomes of Evaluation in Young Farmer Education

1. Compliance with P. L. 88-210, the Vocational Education Act of 1963.
2. Provides a basis for determining eligibility for program funding.
3. Provides a basis for determining accreditation of program.
4. Provides information for quality control of on-going programs.
5. Provides a basis for intelligent program changes.
6. Provides an assessment and appraisal of the product as well as the educational process.
7. Serves as a guide to determine the appropriateness of equipment and facilities needed in the instructional program.
8. Serves as a guide for allocation of teachers' time to young farmer education.
9. Serves as a guide for general redirecting and redesigning programs and educational processes.
10. Provides information as to overall effectiveness of the program in comparison with state and national objectives.

During this week we have heard reports and seen evidence of young farmer education. Tangible evidences, reports of progress and accomplishments along with testimonies in behalf of young farmer education should not be overlooked in a program of evaluation.

CONCLUSION

The greatest of all expected outcomes of evaluation for young farmer education is the change of professional attitude and interest in evaluation to the extent that it is perceived by the agricultural teacher to be an important educational tool. That he will use evaluation as a continuous process, not just when officially required at a specific time. That he will, on his own, initiate an evaluation program composed of both professional and lay personnel. That he and his advisory council will use evaluation outcomes for knowing what has been done, what has not been done, and for replanning the program and objectives.

The final expected outcome of evaluation is that agricultural education will find out where it stands in young farmer education, and then chart a national course and plan of action for continuing agricultural education for every American young farmer who desires it, needs it, and can profit from it.

REPORTING TO STATE DEPARTMENTS

Carl S. Thomas
Charleston, West Virginia

In West Virginia we try to keep reports at a minimum. Only those reports necessary to keep an accurate record of what is being done are required.

A few years ago a committee was appointed to review all of the reports that were being required in the different services and bureaus of the State Department of Education. This committee reviewed all reports very carefully and in many cases supervisors were called before the committee to justify one or more of the reports that they were asking counties or schools to submit. I am happy to say that the committee did not question any of the vocational agriculture reports.

Actually, only two reports are required for Young Farmer Classes. One of these is the application which includes data concerning the proposed course as well as the Course Outline for Group Instruction. This report is submitted and approved before the class starts. This is Form VA-8 and is used for Young Farmer Classes, Adult Farmer Classes, and Special Adult Classes.

The second report required is the Final Report of Class. It contains the financial summary and the class attendance and individual instruction record. This is Form VA-9.

of course

CLASS ATTENDANCE AND INDIVIDUAL INSTRUCTION RECORD

School ____________ Teacher ____________ Title of Course ____________ D.O.T. ______

Date program began ____________ Date program ended ____________

Check attendance at each meeting with X for those present.	Number of Meeting	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	19th	20th	21st	22nd	23rd	24th	TOTAL	INDIVIDUAL INSTRUCTION RECORD												
	Month																										Enter dates in the proper months.												
Name of Student	Date																										July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
1.																																							
2.																																							
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10.																																							
11.																																							
12.																																							
	Length of class session in hours																																						

FORM VA-8

Due prior to beginning of course

W. Va. Department of Education
Charleston, W. Va. 25305

APPLICATION FOR APPROVAL
(Memorandum of Understanding)
ADULT VOCATIONAL PROGRAM

County/Institution ______________________________

School ____________________ Location ____________________

Title of Course ____________________ D. O. T. ____________

Number to be enrolled ______ Number of meetings ______ Total hours ______

Meeting Schedule: Day of week and time of day ____________________

Date course will begin ______________ Closing date ______________

Is a detailed course outline available? _____ Where? ______________

*Name of Teacher(s) ______________________________

Teacher's address ______________________________

Name of local supervisor (if any) ______________________________

	Budget			Total
a.	Instructors salary - group instruction	____ hours	________ rate per hr.	________
b.	Instructors travel: ____________ miles			________
c.	Instructional supplies (itemize on separate sheet and attach)			________
d.	Other instructional costs (itemize) ______________________________ ______________________________			________
e.	Total cost of course			________
f.	Estimated fees to be collected			________
g.	______________________________			________

Signed ______________________
Teacher, Coordinator
Supervisor or Director

Signed ______________________
County Superintendent
Head of Institution

FOR STATE USE ONLY

Amount of reimbursement approved ______________

Code P2 P3 P4 GB SH State

Recommended: ______________________
Supervisor of Service

Approved: ______________________
State Director

*Submit request for adult permit if not already licensed.
Submit three (3) copies for approval - one will be returned to County Superintendent, one to Vo-Ag teacher and one kept in State Office.

USING TECHNOLOGICAL AIDS IN TEACHING YOUNG FARMERS

Dr. Phil Teske, Research Specialist
Washington, D. C.

A discussion of the use of technological aids in teaching young farmers must begin at the point where participants agree on an operational definition of education. Let us recognize that education involves behavioral change -- that education is the process of arranging or ordering the environment of the individual in a school or other teaching-learning situation in such a way as to make behavioral change take place. If education is the process, we can refer to the environment we create in which the individual experiences behavioral change as the system of education. In this system we use certain tools. The tools we use -- books, computers, tests, blackboards, arc welders, slide projectors, etc.-- all these things make up the technology which the educator uses to bring about behavioral changes in the learners.

Recently, we have been hearing much about the "systems approach" in education. Socrates used a systems approach 2,400 years ago -- and good educators have been using a systems approach ever since. The new component is not the systems approach. It is the use of a system based on technological aids more advanced and sophisticated than those aids previously available.

It has been said the American economy was built around the railroads in the last half of the 19th century, around the automobile in the first two-thirds of this century, and that it will be built around education in the balance of this century. The foundation for this economic growth through education is built on at least four major developments:

1. We are learning new things about learning -- we are gradually beginning to understand how learning takes place; about the importance of motivation; and that the end process of education is learning, not teaching. Further we have begun to recognize the learning process is best done where handled as a system which utilizes all available equipment, facilities, tools, instructors, etc., well organized and properly sequenced to motivate and assist the student to learn.

   Educators are beginning to recognize there are three basic parts to any system of education. These are (1) in-put consisting of a student having certain entry behavior, (2) out-put composed of a student having certain terminal behavior and, (3) process consisting of information and direction of student behavior that most effectively and efficiently achieves the desired changes in behavior of the student.

2. A second development is the development of educational programs for all types of individuals -- particularly the increased growth of educational programs for those students in the post-high school population -- the area vocational schools, two-year technical colleges, adult education, etc.

3. A third major development is the improvement in educational technology. I refer here to the development and use of computers, programmed learning, motion picture film, video-tape, etc.

4. The fourth major development is the more widespread use of a practical systems approach using technological advances to permit the individualization of instruction -- to really have student centered teaching and learning -- to have our educational objectives specified in terms of the competencies a student must demonstrate upon successful completion of an educational experience.

If there is any one single, major characteristic of the modern systems approach to educational technology, it is the recognition that it is multi-media in nature. This leads me to three questions: (1) What are some of the technological aids now available for teaching young farmers? (2) How are these aids being used? (3) How might these aids be used in Young Farmer Programs?

Of the many types of printed training aids -- books, workbooks, etc. -- one of the newer ones is the course or specialty training standard. This concept was introduced into the Air Force in 1952 and is now used throughout the Department of Defense as the basic program planning document. We are starting to apply the concept to agricultural education.

Gaming devices - How many are using or know about the farm management version of "Monopoly"? There is evidence this can be used effectively to teach the basic principles of farm management.

Overhead Projector - Art Jensen at Clemson is working on improved procedures for producing overhead transparencies for vocational education. Also, the 3M Company will soon be marketing master copy prints in technical agriculture developed for the high school and young adult levels.

Tape recorders, slides, movies, still pictures, and wall charts are being used more extensively.

How about educational television? Have those in the Midwest thought about the use of the Midwest Airborne Television (MPATI) opportunities? Many states have statewide closed-circuit TV systems. Why not use these opportunities to reach yo9ng and adult farmers?

Team Teaching is an area we need to explore more. There are many areas in which the Vo-Ag and home economics teachers have combined forces to teach both the young farmer and his wife. Have we made full use of the contributions the business teacher, the English teacher, the math teacher, and others can make to our Young Farmer Program?

The "Thermometer Chart" has been available since about 1954-55. How many of you are using this training aid in the teaching of farm management? It is an effective device which should be used more extensively.

Where do we stand in the use of programmed learning? I can envision the use of this tool in the teaching of many activities included in Young and Adult Farmer Programs.

Computers have been used for several years in the keeping and analysis of farm records. Might this tool be used to match Young Farmers and farming opportunities -- to compile community survey data -- to teach farm management through "gaming" -- to teach procedures for determining various farm management efficiency factors?

The big challenge to each of us is to develop, test, and use the many training aids available today to improve our instructional programs for our Young Farmer students!

Report of the Committee

on

Guidelines for Initiating and Expanding Programs

Committee Members:

- J. L. Branch, Chairman
- Richard L. Hummel, Secretary
- J. E. Smith
- Takashi Kajihara
- C. W. Dalbey
- Robert C. Mason
- William H. Coley
- Allen Stephens
- J. M. Campbell

This is a report of the committee and it not necessarily endorsed by the entire group.

Report of the Committee on -- Guidelines for Initiating and Expanding Programs

J. L. Branch, Chairman

Rationale for the program

The program for Young Farmer Education is an integral part of the total program of agricultural education utilizing facilities in the secondary, area, or community schools. It is an educational opportunity for local departments of vocational agriculture to provide for the needs of young people who are becoming established or who are already engaged in agriculture through classroom and on-farm instruction.

Guidelines:

1. The school community should be surveyed for prospective young farmer class members, the survey summarized and appropriate groups organized into classes according to major agricultural interests.

2. The advisory council, school officials, and vocational agriculture teachers should consider the division of time and responsibilities to project the local Young Farmer Program in regards to all-day student load, facilities, equipment and space.

3. Adequate teachers and teachers' time must be provided to offer continuing educational programs in each state for young farmers. Multi-teacher departments may be necessary to accommodate this program.

4. It is recommended that all student teachers be placed in a training center with a young farmer program. The pre-service training for the student teacher should include actual instruction with the Young Farmer Program in a local department.

5. Every teacher should possess the philosophy that young farmer education is a part of his total program of vocational education in agriculture.

6. Normally, enrolled in the Young Farmer Program should be young people under 35 years of age who are engaged in or plan to engage in farming on a full-time basis; however, persons who are engaged in occupations closely related to other areas of agriculture would benefit by being enrolled.

7. It is generally recommended that at least ten people be enrolled in the Young Farmer Program for at least 12 sessions of 90 minutes of actual instruction per session.

8. The local instructor of vocational agriculture is usually the best qualified person to conduct young farmer classes and do the follow-up on-farm instruction. However, resource persons may be used or special instructors may be employed to assist regular instructors in teaching special or highly technical courses.

9. It is recommended that group or individual instruction should be conducted on a year-round basis with concentration periods as needed and instruction should be planned and followed through the application stage in the individual's farming program.

10. It is recommended that states reimburse Young Farmer Programs in a manner to encourage initiation, maintenance and expansion of these programs.

11. The Young Farmer Program should make every effort to maintain itself as an educational organization.

12. Adequate in-service programs that provide technical and professional training should be available to present or potential young farmers.

13. Clearly defined goals should be established and evaluated.

Report of the Committee

on

Financing and Staffing Programs

Committee Members:

- E. L. Tiner, Chairman
- Glen W. Schein, Secretary
- Keith E. Fiscus
- W. A. Rawson
- Gordon Galbraith
- Glenn W. Nicklas
- Robert R. Price
- J. A. Hardy

This is a report of the committee and is not necessarily endorsed by the entire group.

Report of the Committee on --
Financing and Staffing Programs

E. L. Tiner, Chairman

We recognize the importance of continuing, systematic education for young men who have entered farming as their life's career and that young farmer education is an integral and vital part of the total vocational agriculture program.

The vocational agriculture teacher is uniquely qualified to sponsor and direct programs designed to meet the varied educational and other needs of these young men.

The school must provide adequate resources to include staff facilities, and finances for young and adult farmer education as well as for the all-day student phase of the total program.

To upgrade and expand young farmer education offered by the vocational agriculture departments in the public schools and to supplement and enrich the educational experiences of young farmers at area and state levels, the following recommendations are made:

* Establish staff responsibility at the State and National levels with sufficient time, free of other duties, to provide essential leadership.

* Give credit for young farmers enrolled as well as for all-day students in determining the class load of the Vo-Ag teacher and/or in determining the number of Vo-Ag teachers allocated to a school.

* That a teacher conducting an organized young farmer education program in addition to a full all-day student load receive extra pay.

* In adopting a reimbursement formula that the enrollment in young farmer classes be equitably counted. It is strongly recommended that the teacher be the recipient of the additional money received for teaching young farmer classes.

* Establish an awards program to recognize teachers for outstanding achievements in young farmer education.

* That the pre-service education of teachers include methods and experiences in conducting young farmer education programs.

* That young farmer education workshops be included in the in-service program for teachers.

* That each state explore the possibilities of organization of young farmer associations up to and including the state level.

Report of the Committee

on

Formulating Objectives

Committee Members:

- Charles I. Jones, Chairman
- J. D. Oliver, Secretary
- H. W. Green
- G. C. Norman
- C. E. Bundy
- C. V. Roderick
- H. W. Gadda
- Paul F. Pulse
- M. A. Fields

This is a report of the committee and is not necessarily endorsed by the entire group.

Report of the Committee on --
Formulating Objectives

Charles I. Jones, Chairman

The committee feels that there are several levels of objectives that must be developed in Young Farmer Education. The following types are suggested with the relationship as shown:

1. Program Objectives

2. Contributing Objectives

3. Course Objectives

4. Unit Objectives

Using this approach, the committee feels that the following objectives are appropriate to the levels described.

1. Program Objectives -- To meet the educational needs of out-of-school persons becoming established in farming or in closely related agricultural occupations.

2. Contributing Objectives -- In fulfilling the educational needs of these persons, planned educational experiences should be provided which are designed to enable the young farmer student to:

   a. Acquire the needed agricultural competencies.
   b. Develop the ability of individuals to analyze their employment opportunity both in farming and in off-farm agriculture.
   c. Develop abilities in leadership needed in occupational, civic, and social participation.
   d. Develop abilities leading to improvement of income and family life.
   e. Develop abilities associated with desirable social and recreational expression.

3. Course Objectives -- Course: Farm Management and to keep accurate farm records.

4. Unit Objectives -- Unit: Keeping and analyzing records.
   To estimate the value of commodities in inventory.

Report of the Committee

on

Evaluating Criteria

Committee Members:

Martin B. McMillion, Chairman
Dale C. Aebischer, Secretary
Roy R. Denniston
M. C. Gaar
Louis F. Ahalt
Parker A. Woodul
Harold R. Cushman
T. J. Wakeman

This is a report of the committee and is not necessarily endorsed by the entire group.

Report of the Committee on --
Evaluating Criteria

Martin B. McMillion, Chairman

Effective Young Farmer Programs represent a substantial investment in time, money, and effort on the part of the schools, teachers, and participants. Accurate evaluation of such programs is essential to determine their worth, identify strength and weaknesses, and to form the basis for continuous improvement. Due to limitations of time, specific evaluative criteria are not included in this report.

This committee believes that the following approaches may be used as a basis for the evaluation of Young Farmer Programs and recommends their use as illustrated in the subsequent statements:

I. Progress in establishment in farming by those who participated in the program or progress in establishment in those occupations where the knowledges and skills of agricultural subjects may be valuable.

  A. A major concern in evaluation is the progress made by the trainee in becoming established in farming.

  B. Establishment in farming includes financial progress, a proficiency in performing skills and making managerial decisions, proportion of income from farming, and improvement in the level of living.

  C. Evaluation would normally include the selecting of appropriate yardsticks for each phase in becoming established in farming such as the increased net worth as a measure of financial progress. Progress is measured in each phase by making comparisons with previous status of the individual or with norms for the group.

II. How closely have the best known methods been followed by the teacher in organizing and conducting the program?

  A program in which the teacher follows the best known methodology and techniques will, if other things are equal, be more successful. For example, a program could be evaluated by ascertaining whether or not a specific number of on-farm instructional visits were made. Several recommendations concerning procedures in planning, organizing, and conducting young farmer programs may serve as criteria to evaluate by this approach.

III. To what extent has the Young Farmer Program reached and served the clientele who need, want, or could profit from it?

All young farmers who want, need or who can profit from educational programs should be provided a chance to participate in educational activities to improve their proficiency in farming and rural living. An educational program should be evaluated in terms of the degree to which all potential clientele are reached. An example of an evaluative criterion in this area is the percent of the potential clientele who make use of the educational program.

IV. Social, Recreational, Leadership, and Civic Needs

A. The Young Farmer Organization has recognized that a farm family has need for activity in these areas to create a favorable adjustment to the environment of farming, to develop pride in the value of rural life, and to become established in the community.

B. Such activities are developed systematically by the organization in relation to the existing needs.

C. Constant appraisal of the activities is maintained to keep them current with existing needs and interests and to explore new possibilities for individual development.

D. The number of leadership positions in the community held by young farmers may be an example of a specific evaluative criterion which could be applied in this area.

V. How much has the Young Farmer Program helped the individual and the community in terms of the cost of the program?

Vocational education is more expensive than general education. Substantial return to the local economy should accompany money spent on the program. Therefore, it is necessary that programs be evaluated on a cost-benefit basis. An example of an evaluative criterion is the increase in net worth for each dollar spent.

VI. Student evaluation of the effectiveness of the programs.

Evaluation of programs can and are made by those who participate in them. This avenue should not be overlooked. An instrument is necessary for this type of evaluation. An example of an item for such an instrument is, "Would you have preferred more hours of classroom instruction?"

VII. Evaluation of learning outcomes.

Another dimension is added to the evaluation process when the teacher determines the extent to which he has achieved the teaching objectives established in his plans for teaching each unit. This sort of evaluation begins with identification of the specific behaviors which the teacher hopes to have his young farmers evidence as a result of his teaching, the conditions under which the teacher expects the learners to evidence each behavior, and the proportion of the number of young farmers he expects to change. For example, the teacher might set a teaching objective such as, "To have every young farmer in attendance identify at least 19 local weeds from 20 mounted specimens."

This type of evaluation is consummated when the teacher follows up with class members and discovers the proportion of the class who evidence the hoped for behavior under the conditions originally specified.

The main advantage of this type of evaluation lies in the immediacy of the feed-back obtained by the teacher and the evidence that it gives him concerning the effectiveness of his teaching in terms of learning.

Report of the Committee

on

Guidelines for Curriculum Development

Committee Members:

James H. Hutchinson, Chairman
Allen L. Utech, Secretary
George Rolen
C. O. Neel
T. Dean Witmer
Paul A. Gilman
Garry R. Bice
R. W. Nicholas
Carl S. Thomas
W. C. Dudley

This is a report of the committee and is not necessarily endorsed by the entire group.

Report of the Committee on -- Guidelines for Curriculum Development

James H. Hutchinson, Chairman

It is the conviction of the committee developing the guidelines for young farmer curricula, that the instructional program should include organized efforts on the part of the vocational agriculture teacher to create the universal impression that the Young Farmer Program is crucial to the overall success of the program of vocational agriculture.

Fundamental to this concept is the fact that farming is an extremely complex business, and that this fact must be reflected by the instructional program -- especially on the young farmer level.

Questions which are basically inherent to young farmers everywhere, and which must be considered in the instructional program are:

1. What does he need?
2. What resources does he have?
3. What does the young farmer want?
4. What changes could he make?
5. What changes could be made?
6. How effective will these changes prove to be?

An awareness of these questions and others on the part of the teacher is essential if realistic and futuristic curricula are to be developed.

The curricula should be determined by identifying the occupational (educational, recreational, social) needs of young farmers. These needs should be determined by the vocational agriculture teacher and young farmer cooperatively, in conjunction with supervisory staff, teacher educator and other resource persons.

In selecting the content to be included in the instructional program the following needs should be met:

1. Instruction should serve a two-fold purpose of (a) meeting long-time objectives, and (b) solving the immediate problems of the young farmers.

2. Instruction should be "action" oriented and practical.

3. Instruction should have two salient features: (a) establishment in an agricultural occupation and (b) development of greater efficiency in farming and enjoyment of farm and home life.

4. Systematic group instruction should be structured around managerial problems and farming practices of common interest.

5. Individual on-farm instruction is necessary for follow-up of group instruction and for solving problems unique to the individual.

6. Instruction in such areas as basic communications, social conpetencies, leadership, and citizenship should be matters of concern in the curriculum.

Report of the Committee

on

Young Farmer Organizations, Local, State, National

Committee Members:

Glenn Stevens, Chairman
Elvin Downs, Secretary
Llewellyn L. Turner
Raymond Garner
W. C. Bowen
John F. Cassidy
Claude McGhee
J. W. Warren
Calvin Baker
J. H. Copenhaver

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Report of the Committee on -- Young Farmer Organizations, Local, State, National

Glenn Stephens, Chairman

The major purpose of a Young Farmer Educational Program is basically to assist a young man in becoming successfully established in farming or to help a young man realize a greater return from his part-time farming operation, or from an off-farm agricultural occupation.

It is the feeling of this committee that the Young Farmer Association can be the motivating force in the accomplishment of this educational objective. Our committee further feels that the real strength of the Young Farmer Association is at the local and state level.

The purposes of a Young Farmer Association can be listed as follows:

1. To provide an educational program for young farmers.
2. To develop leadership in young men.
3. To promote community services
4. To develop fellowship.
5. To plan and conduct group social and recreational activities.

The following suggestions are listed as guidelines to those with an interest in organizing local and/or state Young Farmer Associations:

Instructional Relationships

1. It is generally accepted that young farmer organizations at the local level have improved the effectiveness of the instructional program.
2. The young farmer organizational phase of the program complements and enriches the instructional phase, but should never replace the organized instruction designed to assist young farmers with specific needs.
3. The organizational phase of the Young Farmer Program should grow out of, and develop from, an effective instructional program.

Organization

1. We realize the strength of the Young Farmer Program is at the local and state level.

2. It is generally accepted that the Young Farmer Organizations should have some age limit for active membership (holding offices, awards, recognitions, etc.). There should not be any age limitations for those seeking to continue their educational objectives.

3. We feel there is no need, at this time, for a formal Young Farmer Organization at the national level.

4. We recognize that many values have been gained by young farmers attending state conventions and other state young farmer activities in other states.

5. We realize further, that state associations may be strengthened by their members attending state, regional, or even national leadership seminars or meetings of a similar nature.

6. Each individual must have real responsibilities in situations that involve personal and group goals that have value and meanings.

Appraisal of Outcomes

1. We are aware that many young farmer leaders throughout our nation have moved into leadership positions with many of our farm organizations.

2. We are aware that a Young Farmer Organization has added a new degree of holding power to young farmers enrolled in an educational program.

3. The Young Farmer Association has stimulated growth of the individual and of the group through planned activities.

4. There is evidence that a Young Farmer Association improves the relationships of young farmers with business interests in the community.

5. The Young Farmer Association has given encouragement and recognition to young men of outstanding ability and achievement.

6. Young farmers enjoy the status and recognition which accrue to them as members of a formally organized group. They readily welcome an opportunity to work as officers, and/or members of such an organization.

7. Young farmers, when associationg with Young Farmer Organizations, give generously of their time and energy to bring about civic and community developments and improvements.

MOTION -- Made and Passed

Richard L. Hummel, Ohio, moved that on behalf of all participants in the National Young Farmer Seminar, and since young farmers decided to meet with the idea of sharing ideas and making NUATA members aware of Young Farmer programs, the seminar support the meeting of young farmer representatives from all states at the American Vocational Association in Cleveland in December, 1967. Seconded by E. L. Tiner, Texas, the motion was approved.

Report of the Committee

on

Teacher Recruitment and Preparation

Committee Members:

- Ray Agan, Chairman
- Dan Dunham, Secretary
- Robert Pedersen
- R. H. Tolbert
- Floyd Cox
- Doyle Beyl
- C. E. Richard

This is a report of the committee and is not necessarily endorsed by the entire committee.

Report of the Committee on --
Teacher Recruitment and Preparation

Ray Agan, Chairman

PREFACE

Recognizing the instructor of young farmers as the key to successful programs, and further recognizing the need for some 10,000 additional instructors of these programs in the next 15 years and the attendant need for improvement and extension of their preparation to achieve high quality programs,

We Believe:

1. That a special and continued effort be made to establish a new and functional attitude about Young Farmer Programs which identifies them as an essential aspect of vocational education and as a part and parcel of agricultural education programs throughout the United States.

2. That renewed attention be given previously untapped or little used sources of potential instructors.

3. That long range plans be established in the various states for the number of Young Farmer Programs needed and for continued and successful recruitment programs to make such plans possible.

4. That pre-service classes of instruction for future teachers of Young Farmers be broadened and strengthened in all areas of instruction, including student teaching experience.

5. That in-service training for on-job instructors be likewise strengthened, and established on a recurring, on-going and up-to-date basis, giving attention to the rapidly changing needs of Young Farmer instructors and their students.

In support of these beliefs, the committee on Teacher Recruitment and Preparation of the National Institute on Young Farmer Education has attempted to define the major issues in this matter, and set forth certain recommendations for consideration in dealing with these issues.

I. TEACHER RECRUITMENT

A. Issues

1. Continue vigorous use of present sources of potential teachers.
2. Explore new sources of potential instructors.

B. Recommendations

1. Encourage the vocational agriculture teacher to renew his efforts (in a positive plus manner) to recruit from our greatest source, the vocational agriculture class.
2. Involve industry, business and trade associations in identifying and selecting potential instructors.
3. Recruit instructors from young farmer groups.
4. Consider the role which women agriculture instructors may play, particularly in teaching specialty subjects.
5. Utilize internship programs and provisional certificates to bring agriculture science and technical specialists in agri-industry and agri-business and farming back into education.
6. Recognize all capable graduates in a school or college of agriculture, regardless of specialty major, as a potential vocational agriculture instructor.
7. Review college and university admissions policies.
8. Give attention to establishing positive relations with guidance personnel on high school and community college levels, and provide appropriate materials.

II. TEACHER PREPARATION

A. Issues

1. Provide pre-service training for the prospective Young Farmer instructor which will broaden specific knowledge and expose him to and involve him in Young Farmer Programs.
2. Provide quality in-service training for Young Farmer instructors on a continuing basis.

B. Recommendations

Pre-Service

1. Provide for special methods classes in organizing Young Farmer Programs, including procedures for use of resourse persons, developing course plans, conducting community surveys, working with a community and its citizens and identifying needs and resources for Young Farmer Programs.
2. Get student teacher involved in community action for program development through his participation in planning councils, and committees.

3. All student teaching be done in centers with strong Young Farmer Programs, with specific responsibility for one or more Young Farmer classes assigned the student teacher for planning and instruction.

4. Provide the prospective instructor with additional training in farm organization and management and record analysis -- and identify and provide for needed training in those other areas of science and technical agriculture in which his experience or knowledge is limited.

In-Service

1. Utilize summer workshops and seminars for bringing new information in technical, science and business agriculture to instructors.

2. Offer state, area or district workshops or seminars on the Young Farmer Association and its activities on the local, regional or area, and state levels.

3. Utilize strong Young Farmer Programs as centers for in-service teacher education.

4. Utilize area supervisors, teacher training staff and consultants in follow-up work with new teachers and new programs, especially in the first year.

GENERAL RECOMMENDATIONS

1. Work toward establishing the concept of at least one teacher as a full-time Young Farmer instructor in multiple-teacher departments as needs and conditions warrant, recognizing the need for day school agriculture instructors to continue to be involved in the Young Farmer Program.

2. Utilize every opportunity to point out the integral role Young Farmer Education plays in the total agriculture education program concept.

3. Develop, where necessary, approaches to a new and progressive attitude toward involvement on the part of agriculture teachers, principals, guidance personnel, superintendents and the public in Young Farmer Programs.

4. Give particular attention to the manner in which potential instructors are introduced to and involved in Young Farmer Programs -- DON'T SNOW 'EM!

Report of the Committee

on

Auto-Tutorial Methods of Instructing Young Farmers

Committee Members:

Ralph E. Bender, Chairman
C. S. McLearen, Secretary
Ralph P. Barwick
J. Roland Hamilton
Hugh P. McClimon
Donald D. Brown
Philip Teske
L. M. Jewell

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Report of the Committee on --
Auto-Tutorial Methods of Instructing Young Farmers

Ralph E. Bender, Chairman

Basic Belief:

Aids will not replace the teacher. We believe that they can, if properly used, enrich and extend young farmer education. They can -

1. Help the teacher do a more efficient and effective job.
2. They may help the teacher reach more young farmers.
3. They may help the teacher teach with more ease and save time.

We recognize that it will be the continued role of the teacher to motivate the student to do the real learning. Our methods may change some, but it will be the teacher who guides the student through the learning situation and resources available.

We must recognize that young farmers needs as they see them and as we see them must be carefully analyzed to be sure that the vital needs are known and met. Identification of real problems and planning objectives is very important and the real basis for what and how a particular problem is solved.

We recognize that there are many ways of doing good teaching: lecture, use of panels, demonstrations, auto-tutorial, etc., each supplements the other.

We recognize the magnitude of the job of the young farmer teacher and know that he will need many aids to help him do the job that must be done.

Some auto-tutorial and other aids and methods of instruction that may be used by teachers to do the job. Examples:

1. Tape and slide combination (impulse type)
2. Record and filmstrip (impulse type)
3. Video tape - closed circuit TV
4. Educational TV
5. Programmed material (linear and branched)
6. Computer lessons
7. Motion picture clips

8. Programmed books

9. Micro Teaching - using microfishe, microfilm

10. Telephone teaching

11. Models and specimens

12. The real objects

13. Working models

14. Trainers - simulated experience

The following are some definite self instruction area needs. A few examples:

1. Farm Mechanics: Many phases of mechanics lend themselves to this approach. The teacher needs time. We have to save his time.

2. Farm credit needs adapted to farms.

3. Farm management and its many facets.

4. Wills and insurance.

5. Determining equipment to buy.

6. Operation and management of equipment.

7. Others -- special problem areas -- large classes will have varied interests. We must have taining stations to fill many needs.

We feel that a list of recommendations is in order. This is a partial list of things to do and we in Agricultural Education believe in "doing".

1. Many good materials and aids are available now. Ed Henderson is doing an excellent job of preparing materials that fit some needs we know about. The organization is the Americal Association for Agricultural Engineering and Vocational Agriculture, Athens, Georgia. Many of you have this publication.

2. We need to examine and borrow materials that have been prepared. The military services have some excellent materials that may be adapted to young farmer work.

3. Some group should be appointed and instructed to compile a comprehensive list of what is available now. We need to know what is available. This group might be charged with the responsibility for seeing that a suitable format is developed so that materials prepared would be useable by all states for teaching young farmer groups.

4. A system of preparation should be established in order that several States are not duplicating efforts in getting out materials on the same areas. An exchage of materials by States is a must. We have excellent materials prepared on forestry -- other states have other excellent programmed materials. Example: Purdue -- has some good farm management material; Virginia has some.

   Some states have excellent video tape materials that might supplement educational TV and closed circuit teaching.

5. Cooperate to a greater degree with all professional agricultural agencies and with industry. They are anxious to help in many ways.

6. We need a specialized team approach for preparation of materials to use with the auto-tutorial approach. It will take a psychologist, a subject matter specialist and a trained person who knows method, and possibly others.

7. Teachers of agriculture need special training:

   a. As undergraduates.

   b. As teachers in operation of equipment to handle the aids and even more important how to properly use the prepared material. Unless the aids are properly used, we can be in real trouble. It will take well trained men to handle these auto-tutorial methods.

8. We need to establish certain pilot programs throughout the United States to use proper prepared materials. We need good materials, we need to know the equipment and facilities necessary and we need to know the "how" of using to be really effective.

9. Federal funds should be used to make the instruction of young farmers really effective. We charge each state to request funds to do the complete job. That means help on equipment, teaching materials, and personnel to do the job. We do not know a lot of answers -- and that means many things must be researched to give us the right answers.

Finally, we believe that good instruction is a large part of the base for a sound Young Farmer Program. We have many good teachers. They need help, and good aids may help furnish the learning stimuli to prepare our young farmers for present and future social demands. These young farmers are the bedrock of this country. We cannot afford to let them down. They need agricultural education and the United States must have prepared young farmers for its preservation for now and in the future. We can do the job.

Closing of Friday's Meeting

H. N. Hunsicker

ANNOUNCEMENTS

1. Howard Sidney will join staff in Washington, D. C. for a period of one year and will be available to the states.
2. Area School - Maybe another seminar in Ohio.
3. Lacy will go to the Denver office - Headquarters staff.
4. Young Farmer bulletins are available so write for them if you need them.
5. National office is working closely with the many farm organizations.

SUMMARY

1. Philosophy
    a. One million new farmers are needed for replacement in the next 15 years.
2. How to Act
    a. Now is the time to act!
    b. When you return home, call a meeting of supervisors, ag-teachers, farm leaders and designate someone as leader in the Young Farmer Education.
    c. Develop programs for young farmers in all communities in your state.
    d. Visit some going programs out of your state.
    e. Ways to promote this program:
        1) Don't overlook area schools
        2) Junior or community colleges
        3) State and county - employ teachers
        4) Explore all types of teachers
        5) Use resource persons
    f. Try to find the real need for the program.
    g. Set goals

h. Reassure young farmers.

i. Leadership must be developed.

j. Objectives must precede program development.

k. Recognize facilities needed for this work.

l. Pre-service training is most important in technical schools.

m. Work toward quality in the program.